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ABSTRACT

This resource guide is designed to assist educational personnel to expand and increase the effectiveness of their vocational guidance and counseling programs for the handicapped. The guide includes a combination of articles, books, research reports, audiovisual materials, staff training materials, organizations, and directory lists. The references reviewed, which were compiled from a variety of sources, i.e., ERIC, federal and state research and training projects, and private and governmental agencies, address the following areas of concern for the handicapped: (1) counseling; (2) education; (3) job placement; (4) career education; (5) legislation; (6) family counseling; and (7) national and Virginia-based organizations. Each reference is annotated, and where possible, ordering information is included. (Author)

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RESOURCE GUIDE: VOCATIONAL COUNSELING FOR THE HANDICAPPED

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CG 014353

INTRODUCTION

This resource guide is designed to assist educational personnel to expand and increase the effectiveness of their vocational guidance and counseling programs for the handicapped. The guide includes a relevant combination of articles, books, research reports, audio-visual materials, staff training materials, organizations, and directory lists.

The references included in this guide were compiled from a variety of sources, including a comprehensive computer assisted ERIC literature search, other guides prepared on the subject, federal and state research and training projects, and various private and governmental agencies. Where possible, the ordering addresses and cost of the materials were cited. as well as brief descriptions. This guide is not intended to be an exhaustive lisitng of every available resource, but rather materials were included which seemed to be representative of categories of resources found to be especially helpful in a variety of vocational counseling and vocational education programs for the handicapped.

This guide was developed through a grant from the Virginia State Department of Education, Division of Vocational Education, during the 1979-80 school year.

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SECTION I

COUNSELING THE HANDICAPPED

ARTICLES - REPORTS

ASSERTATIVE TRAINING: ITS USE IN LEISURE COUNSELING, *Kathleen A. Budziszewski Ryan*, New Outlook for the Blind, (70)8, pp. 351-4, October 1976. EJ150295 EC090410

ASSESSMENT AIDS HANDICAPPED KIDS, *J. Wendt*, Guidepost, May, 1979.

A Fairfax County, Virginia, program to aid the handicapped through vocational assessment. The students serving the program include the full range of handicapped. Vocational programs are designed for the students and experiences are designed to totally prepare students for work world.

ASSESSMENT STRATEGIES FOR THE HANDICAPPED, *J. Guidubaldi, T. Kehle, and J. Murray*, The Personnel and Guidance Journal, (in process, Dec. 79).

This review of assessment strategies for handicapped populations is intended to provide counselors with assessment perspectives as well as specific suggestions. The review emphasizes the counselor's role as a member of a diagnostic team and the need to consider a variety of information in the formation of meaningful intervention strategies.

AVOCATIONAL COUNSELING IN MILWAUKEE, FINAL REPORT, *Robert P. Overs, and others*, Curative Workshop fo Milwaukee, Wisconsin, Research Dept. May 74, 174p. Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE). Washington, D.C. EDRS Price MF-$.83, HC-$8.69 plus postage. ED132774 EC092205

In Milwaukee, 122 handicapped clients from social service agencies participated in a research and demonstration project in avocational counseling over an 8-month period, with followup interviews conducted 1 to 6 months later with 72 of the Ss. Six avocational interest inventories were reviewed and compared, and five new avocational choice instruments were developed: the Avocational Title Card Sort, the Avocational Picture Card Sort, the Slide Projected Picture Sort, the Magazine Picture Card Sort, and the Avocational Plaque Sort. Twelve audio cassette tapes of interviews with enthusiastic activity participants were recorded.

BLIND COLLEGE STUDENTS--COUNSELING AND GUIDANCE APPROACHES. *Louise Dailey*, Journal of College Student Personnel, (18)2, pp. 138-142, March 1977.

This article discusses the personal, academic, mechanical, and placement support needed by blind college students. Financial, community and commercial resources are identified, and suggestions are offered to counselors for developing programs that enhance faculty sensitivity and blind student development.

CAREER DEVELOPMENT FOR HANDICAPPED YOUTH, *Linda Phillips*, Elementary School Guidance and Counseling, (7)2 pp. 154-155, December 1972. EJ070967 CG505297

A pre-vocational unit for orthopedically and neurologically handicapped children exposes the children to careers, as well as provides direction for their futures by allowing for understanding of their limitations and abilities in partaking in normal everday life processes.

CENTER FOR INDEPENDENT LIVING: AN OVERVIEW, *Jan McEwen*, Rehabilitation Counseling Bulletin, (19)4, pp. 616-619, June 1976. EJ142629 CG510608

This article discusses a comprehensive community service delivery system. The Center for Independent Living (CIL), for the severely disabled in which services are geared toward independent living and consciousness raising. Self-help and peer counseling are seen as major methods of service assistance.

CLIENT-COUNSELOR CONGRUENCE IN PERCEIVING HANDICAPPING PROBLEMS. *Darwin F. Tichenor, and others*, Rehabilitation Counseling Bulletin, (19)1, pp. 299-304, September 1975. EJ129033 CG509490

This study was designed (a) to investigate client-counselor congruence in the perception of problems in eight potentially handicapping problem areas and (b) to find factors that might be contributing to any identified variance in problem perception. Results suggested that considerable incongruence exists between rehabilitation counselors and their clients in perceptions of handicapping problems.

CONSUMER INVOLVEMENT IN REHABILITATION, *Susan Daniels*, Rehabilitation Counseling Bulletin, (19)4, pp. 610-612, June 1976. EJ142628 CG510607

With the emphasis on consumer involvement in the Rehabilitation Act of 1973, changes in the counseling relationship must occur. This article discusses new interaction patterns for consumer and counselor.

CONTINUING EDUCATION AND REHABILITATION OF THE SEVERELY DISABLED, *Dwight R. Kauppi*, Rehabilitation Counseling Bulletin, (19)4, pp. 587-595, June 1976. EJ142625 CG410604

Continuing education has played a part in rehabilitation counseling for many years. Work with severely disabled clients increases the need for continuing education because of the complexity of the problems involved and the explosion of the information and knowledge required. Future continuing education needs of rehabilitation counselors are discussed.

COUNSELING DEAF CHILDREN: A NEW ART, *F. Ziesiula*, The Personnel and and Guidance Journal, (in process, Dec. 79).

Counseling deaf and hearing impaired children is a service that likely will be a responsibility of most school counselors as a result of P.L. 94-142. This article provides some of the basic knowledge and skills needed, as well as describes the counselor training program at Gallaudet College which prepares counselors for the hearing impaired and deaf.

A COUNSELING PROGRAM FOR TMR STUDENTS, *Margie I. Norman*, School Counselor, (24)4, pp. 274-277, March 1977. EJ156748 CG512085

In 1975-76 school year, a group-guidance program was initiated for trainable mentally retarded children at Austin Opportunity School in San Antonio, Texas. Parent groups were also begun. The Program confirmed that severely retarded students can learn rudiments of group process and new ways of interacting.

COUNSELING THE CHILDREN OF HANDICAPPED PARENTS, *K. Kennedy, and D. Bush*, The Personnel and Guidance Journal, (in process, December 1979).

The children of the handicapped frequently need counseling to help them cope with the consequences of their parent's handicaps. Parental handicaps typically lead to modifications in parenting behavior and family structure that may be perceived as deficiencies. The child's reaction to parental handicap is discussed in the context of object loss and attachment. Evidence is reviewed that suggests that the children of the handicapped are overrepresented among those who are in some way maladjusted or in need of counseling. Multiple sclerosis in parents is examined in detail, including its impact on children, suggested interventions, and a case study.

COUNSELING THE MENTALLY RETARDED: A BEHAVIORAL APPROACH, *William I. Gardner, and John M. Stamm*, Rehabilitation Counseling Bulletin, (15)1 p. 46, September 1971. EJ044298 CG503527

The conceptual and methodological aspects of various systems of counseling and psychotherapy are evaluated in relation to characteristics of the mentally retarded. A behavioral approach to modification of problem behaviors is presented as an alternative to the range of counseling and psychotherapy approaches reviewed and considered ineffective and inefficient.

COUNSELING PARENTS OF A DISABLED CHILD, *M. Prescott, and K. Iselin*, Elementary School Guidance and Counseling, (12)3, pp. 170-177,

The authors explore feelings commonly expressed by parents of a disabled child and present some basic approaches helpful in working with such parents. The emphasis is to help parents focus on the child rather than the disability.

COUNSELING PARENTS OF HANDICAPPED, *M. Precott, and R. Halrick*, The Personnel and Guidance Journal, (in process, December 1979).

Counseling is often seen as a process one reluctantly goes through when life's problems become too overwhelming to handle alone. One such situation frequently occurs when parents become aware that they have a handicapped child. This article holds that, essentially all of life's experience, including parenting a handicapped child, can be viewed as opportunity for personal growth. Given this orientation, the truly emphatic counselor assists parents to learn the skills and attitudes needed to effectively deal with their child as they learn to transform their own pain into caring and love.

COUNSELING PERSONS WITH DISABILITIES: ARE THE FEELINGS, THOUGHTS, AND BEHAVIORS OF HELPING PROFESSIONAL HELPFUL? *R. Nathanson*, The Personnel Guidance Journal, (in process, December 1979).

Seven counseling "syndromes" with illustrative vignettes, focus on some of the feelings, thoughts, and consequent verbal and nonverbal behaviors of counselors working with physically disabled clients. The article urges counselors and other helping professionals to become aware of their feelings and thoughts, and to monitor their interactions with disabled clients so that existing beliefs and biases will not interfere with positive client growth.

COUNSELING, STATE VOCATIONAL REHABILITATION AGENCIES, AND RELATED MATTERS, *Simon Olshansky*, Rehabilitation Literature, (37)9 pp. 263-267, 288, September 1976.

Discussed are the inadequacies of rehabilitation counselors and state agencies in dealing with the population of clients seeking services.

COUNSELING WAYS: LESSONS PARENTS HAVE TAUGHT ME, *Albert T. Murphy*, Volta Review, (79)3, pp. 145-52, April 1977. Reprint available. EJ165968 EC092688

The author, a university professor of special education and language pathology, relates the lessons he learned from counseling parents of hearing impaired children and from the children themselves.

COUNSELING WITH THE HANDICAPPED. American Personnel and Guidance Association, 1607 New Hamphsire Ave., N.W., Washington, D.C. 20009, July, 1978, 7 p.

A bibliography prepared to aid counselors better prepare themselves to aid the handicapped.

COUNSELING WITH THE MENTALLY HANDICAPPED CHILD, *Richard R. DeBlassie, and Mary Ann Cowan*, Elementary School Guidance and Counseling, (10)4, pp. 246-252, May 1976. EJ139110 CG510300

The authors discuss the needs of educable mentally handicapped children and their rights for counseling services. Counseling should start at the elementary school level and should be directed to the emotional and educational problems these children face. The counselor should be educated in the field of exceptional children.

THE COUNSELOR AND THE IEP, *M. Kameen, and D. McIntosh*, The Personnel and Guidance Journal, (in press, December 1979).

The requirements of the Individualized Educational Program (IEP) for handicapped students are reviewed including descriptions of the interdisciplinary team which develops the IEP, IEP components, and evaluation procedures. The authors propose an ideal counselor role which includes developing, implementing, and evaluating IEPs in the affective domain. Also presented are suggestions for counselor involvement in defining annual goals and short-term objectives devising appropriate educational strategies, providing direct and indirect services for handicapped youth and evaluating the IEPs affective components.

THE COUNSELOR'S ROLE WITH THE LEARNING DISABLED CHILD, *L. Rudolph*, Elementary School Guidance and Counseling, (12)3, pp. 162-169, February, 1978.

By first describing characteristics of the L.D. child, the author then turns to the counselor's role and responsibility in identifying and coordinating the assistance needed to aid the student with a learning disability.

CRITICAL ISSUES IN REHABILITATING THE SEVERELY HANDICAPPED, Rehabilitation Counseling Bulletin, (18)4, pp. 205-213, June 1975, EJ120670 CG50886

Discusses 12 major issues and problems that are barriers to optimal vocational rehabilitation services.

A CROSS-SECTIONAL ANALYSIS OF THE IMPACT OF REHABILITATION COUNSELING, *Howard E. A. Tinsley, and Suzanne M. Gaughan*, Rehabilitation Counseling Bulletin, (18)3, pp. 147-153, March 1975. EJ113962 CG508393

A cross-sectional analysis of the data, stratified by length of time between case closure and follow-up, supported the conclusion that rehabilitation counseling has a lasting impact on the work adjustment of the client.

CULTURAL PERCEPTIONS IN THE TREATMENT OF HANDICAPPED SCHOOL CHILDREN OF MEXICAN-AMERICAN PARENTAGE, *Patricia G. Adkins, and Robert G. Young*, Journal of Research and Development in Education, (9)4, pp. 83-90, Summer 1976, EJ152687 AA524070

DEVELOPING THE SPECIFIC SKILLS AND KNOWLEDGE OF THE REHABILITATION COUNSELOR, *William A. Anthony, and others*, Rehabilitation Counseling Bulletin, (19)3, pp. 456-461, March 1976. EJ137732 CG510233

Five observable and measurable course outcome criteria were developed for a graduate-level course in psychosocial aspects of physical disability; restructuring of the course achieved four of the five goals. The importance of setting observable goals for every rehabilitation counseling course is discussed with respect to the advantages.

DEVELOPMENT OF A CORE GUIDANCE CURRICULUM TO MEET THE NEEDS OF THE HANDICAPPED STUDENTS AT EAST LOS ANGELES COLLEGE, *Ruth B. Rada*, June 30, 1975, 89 p. Ed.D. Practicum, Nova University. EDRS price MF-$.83, HC-$4.67 plus postage. ED124258 JC760339

On the basis of a survey of the literature pertaining to the special education and guidance needs of the handicapped, a survey of existing programs at 47 California Community Colleges, the proceedings of advisory committee meetings, interviews with counselors, college health services staff, and representatives from community agencies working with the handicapped, a core guidance curriculum was developed to meet the needs of handicapped students at East Los Angeles College.

THE EFFECTS OF A GROUP GUIDANCE PROGRAM ON THE SELF-CONCEPTS OF EMR CHILDREN, *Mary Sue Eldridge, and others*, Measurement and Evaluation in Guidance, (9)4, pp. 184-190, January 1977. EJ154664 CG511899

Subjects were 211 educable mentally retarded (EMR) children aged 8 to 12 years. No statistical evidence was found indicating that the standardized group guidance program was significantly different or more effective than techniques selected by teachers for improving the self-concept of the EMRs.

EFFECTS OF A PERSONAL ADJUSTMENT TRAINING GROUP COUNSELING PROGRAM, *Laura Zisfein, and Marvin Rosen*, Mental Retardation, (12)3, pp. 50-53, June 1974. EJ104268 EC062321

Four verbal measures and three behavioral measures were used to assess the effectiveness of a structured group counseling program for 25 mentally handicapped persons.

ELEMENTARY SCHOOL GUIDANCE AND COUNSELING, Special Issue on Creating Least Restrictive Environments for Handicapped Children, February, 1979, (13)3.

PL94-142 and The Elementary School Counselor: An Overview, *D. McIntosh and all.*
PL94-142 and Counselor Activities, *V. Noble and T. Kampwirth.*
The Comprehensive Evaluation for Handicapped Children, *R. DeBlassie and M. Lebsock.*
Consulting with Teachers of Handicapped Children in the Mainstream, *D. Westling and M. Joiner.*
Consulting with Parents of Handicapped Children, *M. Burggraf.*
Keeping a Professional Perspective, *J. Brown.*

EVALUATION OF A GROUP COUNSELING PROGRAM DESIGNED TO ENHANCE SOCIAL ADJUSTMENT OF MENTALLY RETARDED ADULTS, *Dong Yul Lee*, Journal of of Counseling Psychology, (24)4, pp. 318-322, July 1977. EJ167331 CG513026

Moderately retarded institutionalized residents received 10 weeks of structured group counseling focused on five areas of social and personal adjustment. Results showed that in each of the above variables, the experimental group showed a greater mean score than that of the control group.

GROUP COUNSELING WITH MENTALLY RETARDED PERSONS, *Hubert Vance, and others,* Personnel and Guidance Journal, (56)3, pp. 148-152, November 1977. EJ169336 CG513290

Counseling, especially group counseling with persons who are retarded has been found to be effective. Even if some retarded clients are not capable of insight it is a fallacy to assume that insight is a prerequisite for therapeutic change.

GROUP COUNSELING WITH PARENTS OF THE MR: LEADERSHIP SELECTION AND FUNCTIONING, *Manny Sternlicht, and Ina Sullivan,* Mental Retardation, (12)5, pp. 11-13, October 1974. EJ109274 EC070202

GROUP THERAPY FOR PARENTS OF MENTALLY RETARDED CHILDREN, *Roger C. Loeb,* Journal of Marriage and Family Counseling, (3)2, pp. 77-83, April 1977. EJ160237 CG512440

Parents of mentally retarded children face many special stresses. They have traditionally been offered information about their children but little opportunity to explore their own needs and difficulties. Such an opportunity was offered to parents, as couples, in group settings.

GROUP TREATMENT FOR PARENTS OF HANDICAPPED CHILDREN, *Helen L. Beck*, May 1973, 28p. Sponsoring Agency: Health Services and Mental Health Administration (DHEW), Bethesda, MD. Report No.: DHEW-HSM-73-5503*, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1721-0008, $.35) EDRS Price MF-$.76, HC-$1.95 plus postage.

The booklet considers principles of short-term group treatment to help parents of handicapped children with problems of emotional adjustment and child management. The value of a parents' group is seen to lie in the purposeful use of group dynamics and group processes by trained leader. Discussed are the role of the group leader; the process of selection including factors like size of group, organizational setting, nature of the children's handicaps, and specific categories of parents; and group goals (primarily supportive in nature).

GUIDANCE PROGRAMS FOR PUPILS WITH HANDICAPPING CONDITIONS, *J. Paul Tonetti, Comp.*, New York State Education Dept., Albany, Bureau of Guidance, 1976, 37p. EDRS Price MF-$.83, HC-$2.06 plus postage, ED133943 EC092850

Intended for administrators, supervisors, counselors, and other school officials, the booklet provides information on guidance programs for handicapped students which help them to increase their ability to particpate in school, cope with their handicaps, relate to other students, and plan ahead for education and careers. Brief chapters cover background and rationale of guidance programs; program goals and activities, and the role of educational personnel in guidance; current needs of guidance programs; plan and organization of guidance programs; and sample guidelines to strengthen guidance programs. Appended is a checklist for administrators and supervisors to use in assessing their guidance programs.

GUIDANCE SERVICES FOR THE DEVELOPMENTALLY DISABLED: A MODEL FOR SCHOOLS, *Bernadine Ault*, 1975, 5p.; paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, NY, March 23-26, 1975) EDRS Price MF-$.76, HC-$1.58 plus postage. ED110900 CG010027

This paper briefly elaborates on two major points of a school model for implementing guidance services for the developmentally disabled. (1) Methodology and Techniques--While it is not necessary to abandon the basic techniques which are effective with any other group of individuals, there is likely to be a different emphasis upon the basic techniques and methodology because of the type of person whose behavior and attitudes it is desirable to change. Group counseling and guidance, individual counseling, play therapy, psychodrama, may each be useful in assisting and guiding disabled individuals. (2) Specific services and Resources--Guidance services to the developmentally disabled should provide for the full range of individual needs including personal, social, educational, and vocational aspects. These services may be provided by the total educational staff including teachers, and administration, supportive services, students, parents, and community and statewide resources.

GUIDELINES AND PROCEDURES FOR DEVELOPING A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED, Chabot College., Hayward, California, MF available in VT-ERIC set. VT100709 June 1973.

To assist community colleges that want to develop their own resource handbook for counselors of handicapped students, these guidelines offer a set of procedures. A survey model, suggested table of contents, a handbook outline, and prepared content that can be included. The content includes a directory of resource materials. A classification of the physically handicapped, and a glossary of terms concerning the physically handicapped.

HUMAN SEXUALITY AND THE HANDICAPPED, *Edith Povar Schneider*, The Personnel and Guidance Journal, (54)7, pp. 378-380, March 1976. EJ134310 CG509937

The author, who is physically handicapped herself, maintains that society must be reeducated so that the handicapped can discuss and fulfill their needs and emotions, psychologically as well as sexually. She presents some methods for counseling handicapped clients.

IMPLOSIVE THERAPY TREATMENT OF EMOTIONALLY DISTURBED RETARDATES, *Richard Silvestri*, Journal of Consulting and Clinical Psychology, (45)1, pp. 14-22, February 1977. EJ156751 CG512088

This study investigated the effectiveness of implosive therapy with emotionally disturbed retardates. Subjects (N-24), matched according to age, sex, race, and IQ, were randomly assigned to one treatment and two control groups. Following treatment, subjects in the implosive therapy group showed significantly more improvement than those who received the control conditions.

"LIFE INSURANCE" FOR PARENTS OF RETARDED CHILDREN, ADOLESCENTS AND ADULTS: SHORT AND LONG TERM PARENT COUNSELING TECHNIQUES, *Nanette L. Doernberg*, April 1976, 15p.; Paper presented at the Annual International Convention, the Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976) EDRS price MF-$.83, HC-$1.67 plus postage. ED122526 EC082904

Counseling approaches for parents of young retarded children are reviewed. Guidelines are suggested for helping parents as they proceed through stages of protective denial (in which they need clear information about retardation), expectations of a cure (in which their attempts to further the child's development must be realistically balanced), verbalization without actual feeling, a period of mourning (in which they acknowledge the difference between the child they wished for and do not have), anger, and the final stage of coming to terms with the tragedy and using their energies positively. Counseling goals are seen to include giving parents initial support, encouraging realistic expectations, and providing specific child rearing methods which take into account their own needs and the needs of their other children.

"LIFE INSURANCE" FOR PARENTS OF RETARDED CHILDREN, ADOLESCENTS AND ADULTS: SHORT AND LONG TERM PARENT COUNSELING TECHNIQUES. *Nanette L. Doernburg, and Patricia A. Wagner*, April 1976 8p.; paper presented at the Annual International Convention. The Council for Exceptional Children (54th Chicago, Illinois, April 4-9, 1976) EDRS price MF-$.83, HC-$1.67 plus postage. ED122527 EC082905

Counseling parents of institutionalized adolescents and adults should address basic problems of parental overestimation of the child's impairment, anxiety regarding future community placement, and apprehension about the alternatives to community placement. Characteristic parental responses to their son's or daughter's placement in less restrictive settings include guilt and resistance, with the greatest rejection often expressed at the idea of foster care.

MODIFYING WORK PERSONALITIES OF THE HANDICAPPED, *D. Tesolowski, and G. Halpin*, The Vocational Guidance Quarterly, (27)4, pp. 334-340, June, 1979.

Results of this experiment indicate that instructional guidance, related to job-seeking skills and job maintenance behaviors, can enhance worker personality orientations of physically handicapped sheltered workshop employees.

NEW CAREERS IN GENETIC COUNSELING, *Easy Klein*, Change (8)9, pp. 14-17, October, 1976. EJ146829 HE508009

A graduate program at Sarah Lawrence College is designed to bridge the gap between the medical community with its advanced knowledge of genetics and couples facing hereditary diseases or handicaps. The aim is to train these middle-level professionals to counsel couples.

OCCUPATIONAL COUNSELING FOR PHYSICALLY HANDICAPPED STUDENTS: A DEMONSTRATION AND TRAINING PROJECT, *Leo Goldman, and Bert Flugman,* City University of New York, NY Institute for Research and Development in Occupational Education; New York State Education Dept., Albany, Office of Occupational and Continuing Education. August 1976, 96p. EDRS Price MF-$.83, HC-$4.67 plus postage. ED132811 EC092454

Presented is a report of a project to provide occupational counseling to over 60 physically handicapped high school students. Noted are project goals involving direct and indirect provision of services to the students, the training of counselors through a 1-year internship, and the development of a model for a counseling specialty within the special education framework.

OCCUPATIONAL COUNSELING FOR PHYSICALLY HANDICAPPED STUDENTS: A DEMONSTRATION AND TRAINING PROJECT--PHASE II, *Leo Goldman, Bert Flugman,* City University of New York, NY Institute for Research and Development in Occupational Education; New York State Education Dept., Albany, Office of Occupational and Continuing Education. August 1977, 118p. EDRS Price MF-$.83, HC-$6.01 plus postage. ED149545 EC103861

Reported are results of the second year of a demonstration and training project to develop and test a model for training counselors to promote the vocational development of secondary level special education students. An overview of the project covers the need for the project, features of the new model, program objectives (including the design of an occupational counseling program for mainstreamed physically handicapped high school students), preservice activities (such as selection of the schools and interns), and project conferences.

OCCUPATIONAL HELP FOR THE SEVERELY DISABLED. A PUBLIC SCHOOL MODEL, *Bruce S. Cooper,* Rehabilitation Literature, (38)3, pp. 66-74, March 1977. EJ165975 EC092695

Described is the H.E.L.P. (Handicapped Employability Learning Program) project for counseling severely handicapped (including cerebral palsied, emotionally disturbed, mentally retarded, and orthopedically handicapped) young adults aged 15 to 35 years.

PARENT ATTITUDES AND PARENT COUNSELING: 1977 TOPICAL BIBLIOGRAPHY, The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Drive, Reston, VA 22091 ($4.00, No. 715), EDRS Price MF-$0.83, HC-$1.67 plus postage. ED146744 EC102865

Approximately 50 citations (1974-1976) are contained in the annotated bibliography on attitudes of and counseling for parents of handicapped children. The information is said to have been drawn from volume eight of Exceptional Child Education Resources. Entries are arranged by accession number and usually include information on author, title, source, date, pagination, availability (including ERIC-Educational Resources Information Center-document number when appropriate), and a brief abstract.

PARENTAL COUNSELING IN SPECIAL EDUCATION: A GROUP MODEL, *Arlyn Mallman, and Dennis Van Leare*, 1977, 10p. EDRS Price MF-$.83, HC-$1.67 plus postage. ED149202 CG012022

This article offers a model for developing a group parent counseling program in special education. The group was led by the school social worker, school psychologist, and the EMH program coordinator. This group developed an initial series of program meetings to offer basic information and support to parents of children ages four-eight who had been placed in diagnostic classes.

PARENT COUNSELING: THE STATE OF THE ART, *Richard L. McDowell*, Journal of Learning Disabilities, (9)10, pp. 614-619, December 1976. EJ157098 EC091265

Discussed are trends toward more counseling programs for parents of learning disabled or otherwise handicapped children.

PARTICIPANT EVALUATIONS OF THE EFFECTIVENESS OF THEIR PARENT COUNSELING GROUP, *J. B. Tavormina, and others*, EJ158833 EC091345.

PERCEPTIONS OF THE DISABLED AND COUNSELING EFFECTIVENESS, *Daniel W. Cook, and others*, Rehabilitation Counseling Bulletin, (19)3, pp. 470-475, March 1976. EJ137734 CG510235

Counselors' (N=80) attitudes toward disability differed according to their personal attributes. The 40 counselors judged as the more effective counselors, either male or female, rated the disabled similarly to normals. In contrast, perceptions of normals and disabled by the 40 less effective counselors differed significantly according to their sex.

PREFERENCES FOR PHYSICALLY DISABLED COUNSELORS IN HYPOTHETICAL COUNSELING SITUATIONS, *David C. Mitchell, William A. Frederickson*, Journal of Counseling Psychology, (22)6, pp. 477-482, November 1975. EJ127349 CG509372

The preferences of 320 undergraduate students for one of three disabled counselors or for a nondisabled counselor on each of Brabham and Thoreson's 20 hypothetical counseling situations were obtained. Significant counselor preferences existed for 18 of the 20 situations, and when categorized by sex, significant counselor preferences existed for 4 of the 20 situations.

A PRELIMINARY STUDY OF DIFFERENTIAL PERSONALITY PROFILES OF REHABILITATION CLIENTS, *Brian Bolton*, Rehabilitation Counseling Bulletin, (20)1, pp. 21-26, September 1976. EJ149989 CG511515

This research project ascertained personality profiles of rehabilitation clients. Three personality inventories were used. Results indicated state agency rehabilitation clients are characterized by differential patterns of personality characteristics. The taxonomic procedure used was profile analysis, and data was based on self-report.

PREPARING COUNSELORS TO MEET THE NEEDS OF THE HANDICAPPED, *T. Hosie*, The Personnel and Guidance Journal, (in process, 1979).

The education for All Handicapped Children Act (PL 94-142) mandates a number of counseling and allied services for the handicapped and their parents. In many cases counselors will need to acquire additional information and training to meet the needs of this special population. Presented are a number of competencies which need to be considered in developing preservice and inservice programs for counselors serving the handicapped. Several professional development areas relating to these competencies are provided, and resources and training materials are discussed.

PRESCHOOL CHILDREN's PERCEPTIONS OF ORTHOPEDIC DISABILITY, *N. Weinberg*, Rehabilitation Counseling Bulletin, (21)3, pp. 183-189, March 1978.

Research investigates three to five-year olders understanding of disability in other children. The results indicate that four- to five-year olds significantly favored the ablebodied children over the disabled child.

PERSPECTIVES ON WORK WITH FAMILIES IN REHABILITATION (or DO REHABILITATION COUNSELORS KNOW THAT CLIENTS HAVE FAMILIES?), *Ruth E. Lindenberg*, April 13, 1976, 25p., paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, IL, April 11-14, 1976). EDRS price MF-$.83 plus postage. ED127511 CG010735

This paper raises the question, "Do rehabilitation counselors know that handicapped clients have families?" Based on the contention that work with families is an important component in rehabilitation and that efforts must be made to include families of the handicapped in rehabilitation planning and process, the author reviews findings that relate to family influences on the disabled; explores model programs that include work with families; examines rehabilitation counselors' and educators' perceptions of the family's role in rehabilitation: and offers guidelines that may serve to stimulate the inclusion of the family in the rehabilitation process.

PREPARING SCHOOL COUNSELLORS TO WORK WITH EXCEPTIONAL STUDENTS, *Doris L. Baker*, School Guidance Worker, (32)1, pp. 5-9, September 1976. EJ144409 CG510943

The author describes the counselor's role in working with handicapped students and points out some necessary requirements in this area for counselor preparation programs.

REACTIVE PATTERNS IN FAMILIES OF THE SEVERELY DISABLED, *Grady P. Bray*, Rehabilitation Counseling Bulletin, (20)3, pp. 236-239, March 1977. EJ154768 CG512003

Developmental stages of acceptance that parallel a client's adjustment to severe disability are outlined and applied to the client's family. The article discusses implications for counseling and the rehabilitation team's intervention.

RECREATION AND LEISURE COUNSELING: A REVIEW, *John W. Shank, and Dan W. Kennedy*, Rehabilitation Literature, (37)9, pp. 258-262, September 1976. EJ150274 EC090375

REHABILITATION SERVICE FOR RURAL, RURAL-URBAN, AND URBAN CLIENTS, *Don L. Goodyear, and others*, Rehabilitation Counseling Bulletin, (17)2, pp. 92-99, December, 1973. EJ090913 CG506686

This study compares rural, rural-urban, and urban rehabilitation clients in relation to personal characteristics, service delivery components, and rehabilitation outcomes. Implications suggest alternate service delivery approaches and staff with differing abilities.

A RESEARCH MODEL FOR REHABILITATION COUNSELOR PERFORMANCE, *Brian Bolton, and Stanford E. Rubin*, Rehabilitation Counseling Bulletin, (17)3, pp. 141-148, March 1974. EJ094395 CS507001

This article outlines the development of a research model for the Client-Counselor Interaction, Patterns of Service, and Client Outcome Project--a study presently taking place in 13 state rehabilitation agencies which addresses the question: What types of counselors, working with what types of clients, effect what types of outcomes?

THE ROLE OF JOB COACHING IN VOCATIONAL REHABILITATION, *Raymond C. Doane, and Michael E. Valente*, Journal of Rehabilitation, (43)5, pp. 45-47, November-December 1977. EJ171066 CE506946

Delineates the functions of a job coach, whose responsibilities include client readiness and adjustment to competitive employment, and client worker performance and occupational success. Skills a job coach should possess and the rationale for job coaching are discussed.

ROLES OF COUNSELING IN ENSURING THE RIGHTS OF THE HANDICAPPED, *T. Hohenshil, and C. Humes*, The Personnel and Guidance Journal, (in process, December 1979).

This article includes a description of the legal rights of the handicapped provided for, and protected by several pieces of federal legislation. In addition, several important roles for counseling designed to help ensure the rights of handicapped youth and adults are also proposed, with special emphasis on such counseling roles as information, advocacy, parent counseling/consulting, career development, and individual planning.

THE SCHOOL PSYCHOLOGIST AS A FACILITATOR OF PARENT INVOLVEMENT IN DECISIONS CONCERNING THEIR CHILDREN. AN OVERVIEW, *Joseph Lapides*, Administration for Children, Youth, and Families (DHEW), Washington, D.C., August 1977 17p.; paper presented at the American Psychological Association (San Francisco, California. EDRS price MF-$.83, HC-$1.67, plus postage. ED145643 EC102668

Factors influencing decision making are reviewed, and strategies which a school psychologist can use to increase parent involvement in decisions about their handicapped children are delineated. It is explained that four types of interventions are effective in promoting parental involvement: decision counseling, the balance sheet schema to help parents survey alternatives, outcome psychodrama (in which parents explore potential consequences), and emotional inoculation for post-decisional setbacks (making parents aware of an impending crisis or negative outcome in advance).

SECONDARY COUNSELORS' PERCEPTIONS OF ROLE AND FUNCTION OF GUIDANCE SERVICE DELIVERY TO MAINSTREAMED, EDUCABLE MENTALLY RETARDED PUPILS, *Althea L. Cousins*, May 1977, 164p.: Ph.D. Dissertation, Walden University; Best copy available. EDRS price MF-$.83, HC-$8.69 plus postage. ED150477 CG012136

This study explores the current delivery system of counseling services to mainstreamed educable mentally retarded students by secondary school counselors as a result of a state mandate and examines the present perceptions held by secondary counselors regarding their services to these pupils. Focusing on the counselor's preparation, background training, performance and perceptions toward counseling educable mentally retarded pupils and their needs, it draws implications from these findings for improving local training programs for counselors of educable mentally retarded pupils, and proposes a plan for the improvement and development of guidance services for the educable mentally retarded.

SEX AND ATTITUDES TOWARD EIGHT MAJOR DISABILITIES, *R. M. Frumkin, and others*, J Sex Res, (6)3, pp. 240-242, August 1970. EJ023845 CG501786

The study suggests the need to examine how sex differences, masculinity and femininity, aesthetic factors, functional factors, etc., affect the perceptions and attitudes of future rehabilitation workers and, thus, their ability to work with the handicapped.

SOME THOUGHTS ON COUNSELING PARENTS OF THE MENTALLY RETARDED. FINAL REPORT, *William R. Phelps,* West Virginia State Board of Vocational Education, Charleston, Division of Vocational Rehabilitation. September 1974, 21p. National Technical Information Service 5285 Port Royal Road, Springfield, VA 22151 (Order No. PB-235 759, HC-$4.25) ED102745 EC071323, not available from EDRS.

Discussed are techniques in counseling parents of retarded children. Suggested are ways to structure the interview as well as methods to help the parents deal with such problems as overprotection and initial reactions to the diagnosis of retardation.

SPECIAL NEEDS AND STRATEGIES FOR COUNSELING THE HANDICAPPED, *[illegible]. McDowell, A. Coven, and V. Eash,* The Personnel and Guidance Journal, (In process, December 1979).

This article examines the psycho-social needs of the disabled and counseling approaches for dealing with these special needs. Problems of self-concept, body-image, frustration and anger, and dependency and motivation are discussed. Strategies from a broad spectrum of counseling theories are offered with examples from neo-Freudian, gestalt, rational-emotive, and behavioral frameworks. The importance of counselor versatility and involvement with each client's unique response to disability is stressed.

A STRUCTURED GROUP COUNSELING FORMAT FOR REHABILITATION SETTINGS, *Richard Roessler, and others,* Rehabilitation Literature, (38)6/7, pp. 193-195, June/July 1977. EJ169924 EC100481

Described is Personal Achievement Skills Training skill-based approach to group counseling for rehabilitation personnel.

A SYSTEMS MODEL OF THE REHABILITATION COUNSELING PROCESS, *Leila Lynne Hutchison, and David A. Santoro,* presented at the American Educational Research Association Annual Meeting (Chicago, Illinois, April, 1974. Leila L. Hutchison, 3263 Ormond Road, Cleveland Heights, Ohio 44118 EDRS price MF-$.76, HC-$1.95 plus postage, ED092856 CG009027

The systems model described in this paper outlines the rehabilitation counselor's function as he assists a client toward his final vocational goal. Twelve major components are outlined. Assessment of the client's potential is suggested as the counselor's major function in components 1 through 6, while planning and delivering services to assist the client becomes the major concern in components 7-12. These two major functions of the counselor, assessment and service delivery, are intertwined through the rehabilitation process. The systems model approach provides three useful functions which will enable counselors and counselor educators to promote the goals of rehabilitation.

A SYSTEM OF PROFESSIONAL GUIDANCE: RESULTS OF OBSERVATION AND EXPERIMENTAL SAMPLINGS, *Susan Stojnic*, Journal of Rehabilitation of the Deaf, (5)4, pp. 12-24, April 1972. EJ057569 EC041724

A study that investigated the kinds of jobs yielding the highest level of achievement for deaf workers employed in 20 occupations was used to develop a vocational counseling procedure for the deaf.

A TASK FORCE APPROACH TO SERVING PROFOUNDLY RETARDED CHILDREN AND THEIR PARENTS, *Mercedes Graf, and Pearl Robbins*, paper presented at National Association of School Psychologists (New York, April 17, 1973) EDRS price MF-$.76, HC-$1.58 plus postage. ED075966 EC051750

A task force approach to care of profoundly retarded children includes parent counseling services. Counseling is usually limited to initial interviews in which the psychologists must explain the diagnosis, teach parents to accept the child's maturity age as the best guage of his ability, and make parents aware that their child will require constant care. As counseling is so limited, the psychologist must plan for the child in terms of initial family attitudes, apathy and rejection.

THE TEXAS REHABILITATION COMMISSION: A RESOURCE FOR HIGH SCHOOL COUNSELORS, *Ted M. Thayer, and others*, Texas Personnel and Guidance Association Journal, (2)2, pp. 104-106, 110, September 1973. EJ084177 CG506218

In recognition that transition from high school to the world of work or higher education often represents a difficult period of adjustment, particularly for the handicapped student, guidance services for the handicapped student must provide the basis for a continuum of services extending well past termination from high school. This article shows how the school counselor and the vocational rehabilitation counselor can work together to effect quality services for handicapped students.

THERAPISTS' APPROACH AND AVOIDANCE RESPONSES AND THE VERBAL BEHAVIOR OF MENTALLY RETARDED CLIENTS, *David R. Campbell, and Philip L. Browning*, Journal of Counseling Psychology, (22)4, pp. 320-323, July 1975. EJ120661 CG508852

Purpose of this study was to determine the effect of therapists' approach-avoidance responses on the elicitation of mentally retarded client dependent and hostile statements. Results indicated clients did not respond differentially to therapist approach-avoidance behavior in the early counseling session but did respond differentially in the late session.

TRAINING COUNSELORS FOR SPECIAL EDUCATION, *B. Flugman, L. Goldman, and D. Katz*, The Personnel and Guidance Journal. (In process, Dec. 79)

Through a one year internship, counselors develop attitudes and competencies needed to promote the career development of handicapped high school students. This is a new specialty in the counseling field; although incorporating elements of rehabilitation, school, and vocational counseling, it occurs within the framework of special education classes in regular high schools and therefore is markedly different from any existing specialty. The role model developed in this project, now in its fifth year, stresses outreach, planning, and an active part for the counselor. This approach has been found effective with both physically handicapped and learning disabled students in several urban schools.

UNDERSTANDING THE GUIDELINES FOR THE REHABILITATION ACT OF 1973 ON EVALUATING REHABILITATION POTENTIAL OF THE SEVERELY HANDICAPPED: VOCATIONALLY RELATED COMPONENTS, West Virginia University, Morgantown, Regional Rehabilitation Research and Training Center, EDRS price MF-$.83, HC-$6.01 plus postage. ED137597 CE010676

This publication addresses one of the significant and critical characteristics of an effective rehabilitation counselor: the awareness of the various kinds of strategies and information that are available to him and the client for decision making Five sections are included after the introductory section, which briefly discusses evaluation of rehabilitation potential, the preliminary diagnostic study, the thorough diagnostic study, and extended evaluation of the client.

USING GESTALT PSYCHODRAMA EXPERIMENTS IN REHABILITATION COUNSELING, *A. B. Coven*, The Personnel and Guidance Journal, (56)3, pp. 143-147, November 1977. EJ169335 CG513289

Gestalt therapy is an existential helping approach that assumes human beings have the potential to choose their behavior and thus define their own meaning in life. Applying Gestalt theory, disabled persons can define the meaning of the disability to their total person.

VETERANS VOCATIONAL REHABILITATION: A PROGRAM IN TRANSITION, *S. Lemons, and P. Sweeney*, The Personnel and Guidance Journal, (in process, December 1979).

The VA has authorization to arrange for virtually any service needed by the disabled veteran to assist in accomplishing the purposes of vocational rehabilitation. This article provides a program overview of the provisions and process of the VA's rehabilitation effort and discusses the implications of disabled veterans training under the G.I. Bill. A number of agency actions are detailed to point out potential areas of improvement which hold promise for the rehabilitation movement.

VIEWPOINTS ON VOCATIONAL EVAUATION, *Hollis Hiten*, 1970, 71p. EDRS price MF-$.76, HC-$3.32 plus postage. ED105131 CE003391

The book is intended to provide vocational evaluators with general guidelines for the vocational rehabilitation evaluation process. The material is a compilation of the author's extensive experience in this relatively new field with school children, veterans, and those in various rehabilitation centers, and, therefore, contains little documentation. Both evaluation and work adjustment, two interrelated activities within the total vocational evaluation process, are divided into stages: the initial evaluation pinpointing occupation and ability, work adjustment or adaptability and an extended evaluation building upon ability with training and practice. A thorough research program would determine areas of potential employment in communities, develop job analyses and accurately test workers for various jobs.

VOCATIONAL COUNSELING TRENDS IN REHABILITATION SETTINGS, *Daniel Sinick*, Journal of Rehabilitation, (43)3, pp. 19-21, 35, July/August 1977. EJ163803 CE506578

Reviews current, emerging, and possible future trends in vocational counseling as they occur or might occur in rehabilitation settings. Topics include client evaluation in rehabilitation, job placement and follow up, and roles of counselors.

VOCATIONAL REINTEGRATION OF HANDICAPPED WORKERS WITH ASSISTIVE DEVICES, *N. E. Cooper*, International Labour Review, (115)3, pp. 343-352, May/June 1977. EJ165380 CE506633

Two approaches to vocational reintegration of handicapped workers are described: (1) adapting the disabled to the working environment through treatment, therapy, counseling, selective placement, and prostheses, and (2) adapting the working environment to particular handicaps, with the assistive device fitted to the machine or tool rather than to the worker.

WHO ARE THE HANDICAPPED? *T. Fagan, and A. Wallace*, The Personnel and Guidance Journal, (in process, December 1979).

Counselors and psychologists are having increasing involvement with handicapped persons. Issues surrounding the defining of various handicapping conditions are a major source of professional concern. What constitutes a disability and in what way(s) it impairs academic, social or occupational functioning varies according to several variables presented. The more common and widely accepted categories are intended to provide the reader a basis for better understanding of the articles in this issue.

BOOKS

BRAILLE AND LARGE TYPE BOOKS ON OCCUPATIONAL GUIDANCE, VOCATIONS, AND TRADES, Louisville, Kentucky: American Printing House for the Blind, 1974. Free.

EXPLORING CONTEMPORARY MALE/FEMALE ROLES, *C. Carney and S. McMahon, (Eds.)*, University Associates, 7596 Eads Ave., LaJalla, CA 92037.

This facilitator's guide encompasses activities focused on sex roles. The book is a collection of actitivies and readings that should be a useful resource for group facilitators.

CAREERS AND DISABILITIES. A CAREER EDUCATION APPROACH, *D. Gardner, and S. Warren*, Stamford, CT: Greylock Publishers, 13 Spring Street, 1978, 176 pp.

A readable, well-researched book that would be useful to the counselor or teacher.

GROUP COUNSELING AND THERAPY TECHNIQUES IN SPECIAL SETTINGS, *Robert Lassiter, (Richard Hardy & John Cull, Eds.)*, Springfield, IL: Charles C. Thomas, 1974, pp. 146-162. $10.75.

Use of group counseling in achieving work adjustment.

GUIDANCE, COUNSELING, AND SUPPORT SERVICES FOR HIGH SCHOOL STUDENTS WITH PHYSICAL DISABILITIES, *J. Foster, and all*, 457 pp., 1977, Cambridge, MA: Technical Education Research, Inc., 44 Brattle St.

A comprehensive book focusing on the disabilities of visual, hearing , orthopedic, neuromuscular, epilepsy, and chronic health conditions. Prepared and disseminated for a grant, the topics include issues, materials, practices, and resources important in assisting secondary school students with physical disabilities. Extensive listings of organizations, publishers, and a variety of resources are listed. In all, the book is an excellent book.

GUIDANCE OF EXCEPTIONAL CHILDREN (2nd Edition). *S. Gowan, G. Demos, and C. Kokaska*, New York: David NcKay Co., Inc., 1972, 465 pp., $6.95.

A book of readings first published in 1965 and revised in 1972 in which the editors have selected references concerning the gifted underachiever, the E.D., M.R., blind, deaf and physically handicapped students. The book should be of use to educators in the field and the college teacher.

GUIDANCE MONOGRAPH SERIES V, Boston, MA: Houghton Mifflin Co., 1970.

The series includes:

REHABILITATION COUNELING: SCOPE AND SERVICES, *Marceline E. Jaques.*
SPEECH AND HEARING DISORDERS IN CHILDREN, *Jerome G. Alpiner.*
THE EMOTIONALLY DISTURBED STUDENT AND GUIDANCE, *William C. Rhodes.*
STUDENTS WITH READING DISABILITIES AND GUIDANCE, *Ellsworth S. Woestehoff.*
THE CHILD WITH LEARNING DISABILITIES AND GUIDANCE, *Robert P. Anderson.*
PREVENTION AND CONTROL OF DELINQUENCY: THE SCHOOL COUNSELOR'S ROLE, *William C. Kvaraceus.*
UNDERACHIEVING STUDENTS AND GUIDANCE, *Robert M. Roth.*
THE CULTURALLY DISADVANTAGED STUDENT AND GUIDANCE, *Merle B. Karnes, Guy Jones, Richard Reid Zehrbach.*
THE ACADEMICALLY TALENTED STUDENT AND GUIDANCE, *John C. Gowan, and Catherine B. Bruch.*

OCCUPATIONAL COUNSELING FOR PHYSICALLY HANDICAPPED STUDENTS: A DEMONSTRATION AND TRAINING PROJECT: PHASE II, *L. Goldman, and B. Glugman,* Institute for Research and Development in Occupational Education, Graduate School and University Center, City University, New York 10036, August 1977, 102 pp.

This report deals with the second yearly of the Occupational Counseling for Physically Handicapped Students. The three major objectives of the project are: 1) career counseling to physically handicapped secondary school students, 2) counselor training, and 3) model development are discussed.

READINGS IN COUNSELING PARENTS OF EXCEPTIONAL CHILDREN, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437. $8.75.

Discusses the counseling of parents of children with specific exceptionalities, individually according to the various disability as well as the gifted child.

READINGS IN PSYCHOLOGY OF EXCEPTIONAL CHILDREN, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437. $8.75.

Gives the teacher a good understanding of the psychological background of many learning problems. Emphasis is placed on educational psychology as a means for understanding and working effectively with the exceptional child.

AUDIO-VISUALS

A DAY IN THE LIFE OF BONNIE CONSOLO, Arthur Barr Productions, Inc., Post Office Box 7-C, Pasadena, California 91104, (213) 797-4702, 16 minutes, color, purchase $250.00. Also available on free loan from the Illinois Office of Education, ECCMC.

Bonnie Consolo is an unusual and inspirational woman--a person who was born without arms, yet leads a normal and productive life. The film follows Bonnie through a typical day as she cares for her home and family. Bonnie radiates a rich philosophy that inspires everyone to live life to its fullest.

GET IT TOGETHER, Pyramid Films, Box 1048, Santa Monica, CA 90406, 20 minutes, color: (Code $1389), Purchase $300.00, Rental $35.00.

The true story of how Jeff Minnebraker put back together the pieces of a potentially shattered life. The film, a powerful affirmation of life, breaks down stereotypes in people's attitudes towards the handicapped and provides a message of hope for such individuals.

LEO BEUERMAN, Central Education Films, 1621 West 9th Street, Lawrence, Kansas 66044, 13 minutes, color; 1969, purchase $190.00. Available for rental form the University of Illinois and Southern Illinois University - Carbondale. Free loan from IOE - ECCMC.

The true story of a man of indomitable spirit who rose above physical handicaps to give himself a useful and meaningful life. The film shows how Leo Beuerman, despite a misshapen body, loss of hearing, and failing eyesight, used his inventive mind to design and build his own transportation and to operate his own small business.

LIKE OTHER PEOPLE, Perennial Education, Inc., 1825 Willow Road, Northfield, Illinois 60093, (312) 446-4153, 37 minutes, color, Purchase $375.00, Rental $37.50.

A deeply moving film dealing with the sexual, emotional, and social needs of the mentally or physically handicapped. Two cerebral palsy patients make a plea for the understanding that they are "real" people. This film not only shows the unknown aspects of being handicapped, but also raises intense questions about the quality of life, about privacy, and about understanding "other people."

A MATTER OF INCONVENIENCE, The Stanfield House, P. O. Box 3208, Santa Monica, California 09403, 10 minutes, color, purchase $150.00 rental $20.00.

In this film you will meet an unusual, enthusiastic group of skiers. They are also blind or amputees. They refuse to accept the stereotype of "helpless" and, in doing so, illustrate the difference between a disability and a handicap.

THE SKATING RINK, Norman Newberg, Director of Affective Education Department, School District of Philadelphia, Pennsylvania.

Tuck Farraday, a teenage boy who stammers and expresses himself hesitatingly, is viewed by his family and others as an oddball. When Tuck acquires a means of self-expression and the support of strong friendships, he gains self-confidence and new ways of relating to others.

THAT'S MY NAME--DON'T WEAR IT OUT! Learning Corporation of America, Customer Services Department, 1350 Avenue of the Americas, New York, NY 10019, (212) 397-9360, 26 minutes, color, purchase $355.00, rental $30.00.

In this contemporary story from Canada, a troublesome, but sensitive adolescent befriends a deaf youngster. Both boys mature from this relationship. The older boy becomes less wary of involvement, and the younger boy learns to push beyond the limitations of his handicap.

YOU CAN SURPASS YOURSELF, Ramic Productions, 4910 Birch Street, Dept. 480, Newport Beach, California 92660, (800) 854-0223, 16 MM, color, 30 minutes, Purchase $550, rental $100.

Eden Tyl demonstrates in this film that subtle and complex concepts can be presented with directness and drama. It points out that we all limit ourselves, but we can learn to overcome these limits. A good companion film to You Pack Your Own Chute. Leader guide provided.

YOU PACK YOUR OWN CHUTE, Ramic Productions, 4910 Birch Street, Dept. 480, Newport Beach, California 92660, (800) 854-0223, 16 MM, color film, 30 minutes, purchase $550, rental $100.

Eden Ryl uses the analogy of the parachutist who "packs his own chute" as a key point in motivational lectures. The film's main message is that we all choose our own behavior.

TWENTY EXERCISES FOR TRAINERS, *C. Mill, (Ed.)*, University Associates, Inc., 9596 Eads Ave., La Jolla, California 92037.

This packet consists of 20 exercises prepared for the new trainer or consultant but would also be useful to the experience group facilitator.

WALK AWHILE IN MY SHOES, The Stanfield House, P. O. Box 3208, Santa Monica, California 90403, 27 minutes, color, purchase $375.00, rental $35.00.

This film, produced for the Transportation Developmental Agency, underlines some of the problems the disabled must face because transportation systems and buildings are geared to the needs of the average man.

SECTION II

EDUCATION OF THE HANDICAPPED

ARTICLES - REPORTS

ACCOMMODATING STUDENTS WHO HAVE PHYSICAL DISABILITIES: A RESOURCE GUIDE FOR MASSACHUSETTS COMMUNITY COLLEGES, Technical Education Research Center, Cambridge, MA, 198p.

Designed for Massachusetts community colleges, this guide provides suggestions for planning services for handicapped students and also for inservice training of college personnel in accommodating such students. The material is based on the literature in rehabilitation and education and on a survey of Massachusetts community college key personnel to determine topic emphasis. The student population to be served includes those with sight and hearing loss, epilepsy, and other physical disabilities. Each chapter is followed by a resource section listing persons, agencies, and publications for additional information. Contents include coordinating accommodation efforts for physically handicapped students, architectural accommodation and accessibility features for new or remodeled buildings, and disability-connected problems and counseling services. The attitudes of the nondisabled may distort perceptions and expectations of both staff and students. Counseling approaches are given for helping the student to adjust to his environment, studies, and vocational goals and also for college staff adjustment to the handicapped student.

ADULTHOOD: NEW FRONTIER FOR VOCATIONAL SCHOOL PSYCHOLOGY, *T. Hohenshil*, School Psychology Digest, (8)2, pp. 193-198, 1979.

Citing federal laws P.L. 94-482 and P.L. 94-142, the author states the need of specialists to work with the special needs persons. Adult needs and selected federal programs are capitolized to further show the needs for the vocational school psychologist.

AGENCY AND ORGANIZATIONAL HELP, *J. McIlroy, and R. Zeller*, The Personnel and Guidance Journal, (in process, December 1979).

Various efforts to improve the provision of community services to handicapped individuals and their families are described and critical functions of all such endeavors are suggested. This overview of several interdisciplinary approaches is followed by listings of community resources, national information sources, and national organizations which provide assistance to the handicapped.

COMMUNICATING WITH PARENTS: IT BEGINS WITH LISTENING, *Paul Lichter*, Teaching Exceptional Children, (8)2, pp. 66-71, Winter 1976.
EJ129435 EC080312

Considered is the role of active listening in establishing rapport between special education teachers and parents.

COMPREHENSIVE OCCUPATIONAL EDUCATION PROGRAM FOR THE ELEMENTARY AND SECONDARY SCHOOL. INTERIM REPORT, *Ben Garmon,* Huntsville City Board of Education, Alabama. VT016570 19May72

The goals of this exemplary project were to provide: (1) an integrated program at the elementary and secondary level, (2) guidance and counseling services at the secondary level, (3) vocational programs to assist every school trainee, particularly disadvantaged and/or handicapped youth, in developing basic job skills, and (4) extensive student personnel services for each school trainee.

DEVELOPING A RESOURCE TOOL FOR HIGH SCHOOL AND COLLEGE COUNSELORS IN COUNSELING THE PHYSICALLY HANDICAPPED. FINAL REPORT, Chabot College, Hayward, Calif. V1101319

The purpose of this project was twofold: (1) to develop a resource handbook for high school and college counselors who guide the handicapped student in selecting a career, and (2) to produce guidelines for the development of such a resource tool. The format and content of the handbook was developed by two advisory committees, one composed of high school and community college counselors, and the other a group of handicapped students. Once the basic design of the handbook was decided, the counselors' advisory committee organized into subcommittees which pursued the research into the available community and other resource materials in order to assemble their assigned sections. Further information on the actual content of various advisory committee meetings is contained in the appendix of this report.

DEVELOPING A RESOURCE TOOL FOR HIGH SCHOOL AND COLLEGE COUNSELORS IN COUNSELING THE PHYSICALLY HANDICAPPED. FINAL REPORT, Chabot College, Hayward, California. VT100795

This research study was undertaken to develop a resource handbook for secondary school counselors in their work with physically handicapped students. The completed project of Chabot College has produced this final report along with various documents which may serve as models for other community colleges in California interested in expanding and extending vocational education opportunities available to the handicapped students of the state. Content and format of the handbook were determined by two advisory committees. The first was composed of high school and community college counselors and the second, of physically handicapped students and other interested students.

THE DEVELOPMENT OF A MODEL COMMUNITY EVALUATION CENTER FOR THE DISADVANTAGED AND HANDICAPPED. Halifax County Technical Institute, Weldon, NC, VT101337 30SEP73

As this final report explains the objective of this project was to develop a model for the occupational evaluation of disadvantaged and handicapped persons that would be consistent with the occupational programs typically offered by a technical institute to reach the objectives. An occupational evaluation center was established to provide occupational evaluation of selected clients to determine their job interests. The center, which is still operating, intends to provide motivation in recruitment of additional teachers and potential clients, psychological services, and training programs for the disadvantaged and handicapped as well as a management information system for effective utilization of the information gathered.

THE EDUCATIONALLY HANDICAPPED AND INDUSTRIAL EDUCATION, PART II: PROVIDING MEANINGFUL EDUCATION, *Ronald E. Filbin*, Man/Society/Technology--A Journal of Industrial Arts Education, (31)3, pp. 75-77, December 1971.

EDUCATION OF THE HANDICAPPED TODAY: A BILL OF RIGHTS FOR THE HANDICAPPED, Reprinted from American Education, 6 pp., 1976, free.

Overview of strides made in education of the handicapped as a result of recent legislation. Covers P.L. 94-142 and its impact at the state and local level.

THE EFFECTS OF WORK CONFERENCES ON ATTITUDES TOWARD THE MENTALLY RETARDED, *Jacob Jaffe*, Rehabilitation Counseling Bulletin, (15)4, pp. 220-227, June 1972. EJ061266 CG504670

The effects of six mental-retardation work conferences were evaluated by having particpants rate two case studies of mentally retarded persons on semantic differential scales. The results are discussed in reference to the interaction of conference content, participant characteristics, and the characteristics of mentally retarded persons to whom participants react.

THE EMERGING VOCATIONAL SCHOOL PSYCHOLOGIST: IMPLICATIONS FOR SPECIAL NEEDS STUDENTS, *T. Hohenshil and P. Warden*, The School Psychology Digest, pp. 5-17, Winter, 1978.

This article is a comprehensive statement of the need for vocational school psychologists. The authors have described necessary competencies, proposed training programs, and potential employment opportunities for such a specialist.

FINAL REPORT ON DEVELOPING A RESOURCE TOOL FOR HIGH SCHOOL AND COLLEGE COUNSELORS IN COUNSELING THE PHYSICALLY HANDICAPPED, Chabot College, Hayward, California, VT100708 73

To improve the vocational education opportunities for physically handicapped students, a number of statewide workshops were held in 1971-1972 for training personnel responsible for counseling students. It was evident at the conclusion of these workshops that a resource manual in counseling the physically handicapped was needed for counselors in high schools and colleges. Resource information concerning available occupations for various categories of the physically handicapped was especially needed.

NATIONAL INSTITUTE ON THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION. FINAL REPORT, PART II, *James C. Vance*, (Lawrenceville, NJ, August 11-15, 1969), New Jersey State Dept. of Education, Trenton, Division of Vocational Education. EDRS price MF-$.65, HC-$3.29, VT014702 ED058463 Aug71

Supervisors, educators, and students from 40 states and Puerto Rico participated in an institute designed to communicate new concepts and procedures in youth organizations to potential change agents. Through participation in task force activities, institute members: (1) developed guidelines and models, (2) identified commonalities, (3) determined leadership activities, (4) defined areas of research, and (5) explored the guidance, evaluation, and cost benefit aspects of vocational education youth organizations. Also, participants developed individual programs of action for implementation in their home setting to determine progress made in implementing the programs of action, a followup survey gathered information on such points as: (1) providing training for educators, (2) training students for leadership, (3) promoting junior high involvement, (4) improving public relations, (5) enrolling handicapped and disadvantaged, and (6) doing research on student outcomes.

PHYSICALLY HANDICAPPED STUDENTS IN SCHOOL PSYCHOLOGY PROGRAMS, *Donald N. Bersoff, Ed.*, Journal of School Psychology, (10)2 pp. 217-220, 1972. EJ064840 CG504915

The author has surveyed the ways in which university school psychology programs accommodate their training to the handicapped students who apply, the kinds of differential experiences these students encounter, and the nature of professional positions they are able to secure.

PHYSICALLY IMPAIRED STUDENTS AND THE VOCATIONAL EXPLORATION GROUP, *A. Neely and M. Kosier*, The Vocational Guidance Quarterly, (26)1, pp. 37-44, September, 1977.

The participation of physically impaired students in the short structured Vocational Exploration group is described.

THE PLANNING OF AN AREA OCCUPATIONAL EVALUATION PROGRAM FOR THE DISADVANTAGED AND HANDICAPPED IN NORTH CAROLINA MULTI-COUNTY PLANNING REGIONS L. Q. AND R. FINAL REPORT, Nash Technical Institute, Rocky Mount, NC, 75p. VT101933 31DEC73

The objective of this project is to establish, operate, and demonstrate an area occupational evaluation resource office for the occupationally and employably disadvantaged and handicapped (DEDH) to the end that all nine institutions in the community college system located in the 20 extreme northeastern counties of North Carolina will be operating their own community occupational evaluation centers for the DEDH by no later than January 1, 1977. The project also proposes the establishment of an area occupational evaluation resource office to provide leadership, expertise, and coordination of services of all existing agencies serving the DEDH in order to establish these centers. It is anticipated that each technical institute and community college in the entire system would send a representative to a 24-week workshop for orientation and training in program development before the end of the project.

PROFILE OF THE DISADVANTAGED CHILD WITH LEARNING DISORDERS, *Murray M. Kappelman*, American Journal of Diseases of Children, (121)5, pp. 371-79, May 1971. EJ038014 UD500957

Reports results of a study of 100 disadvantaged children referred to a community hospital multidisciplinary Learning Disability Clinic. The majority of the children showed organic perceptual handicaps and psychosocial disorders. Of the one hundred children, 52 are showing significant progress with treatment.

PROFILES OF COMMUNITY COLLEGE STUDENTS IN CAREER PROGRAMS FOR USE IN OCCUPATIONAL COUNSELING. FINAL REPORT, California Community Colleges, Sacramento, Office of the Chancellor. VT101326 25JAN74

The purpose of this pilot study was twofold: (1) to develop a model specifying the information needed by community college counselors and administrators regarding vocational students in order to perform their roles more effectively, and (2) to develop a profile characterizing vocational students, with special emphasis on the disadvantaged and otherwise handicapped. The model, developed from interviews with staff members at six community colleges, served as the basis for questionnaire administered to 2,127 occupational students.

PROJECT BRIDGES: SPANNING THE GAP BETWEEN EDUCATION AND EARNING A LIVING. INTERIM EVALUATION REPORT. Cedar Associates, Keene, NH, 34p. VT103547

Evaluation was conducted of the first-year activities of a three-year project to provide career education, occupational guidance, and in-school and out-of-school vocational programs and services to elementary and secondary students in the Somersworth, New Hampshire area. Activities were implemented for these major student objectives: guidance for career decisions, guidance for vocational preparation, occupational preparation within the school, occupational preparation within the community, career preparation articulation, and providing for those with special needs. Included among the activities were: workshops, development of career progress booklets and guidance gate checklists, modification of vocational programs in five occupational cluster areas, community job placement for 26 students, expansion of career education in the elementary and middle schools, and the beginning of integration of special needs students into the regular vocational program. Evaluation progress is described by student and management objectives and specific recommendations are offered for program improvement based on the evaluation.

A PUBLIC SCHOOL PROGRAM OF ECONOMIC INDEPENDENCE FOR SPECIAL EDUCATION STUDENTS, *Stanley Greenspan, and Richard Horvath*, American Annals of the Deaf, (118)5, pp. 567-584, 1973.

RECONCEPTUALIZATION OF THE PLACEMENT PROCESS: A DIALOGUE, Rehabilitation Counseling Bulletin, (21)2, pp. 92-106, December 1977. EJ173213 CG513571

This dialogue focuses primarily on the meaning of the placement process and the functions of the placement specialist. There is sharp disagreement between the authors concerning placement in the rehabilitation process and the role of the rehabilitation counselor. Each author offers his viewpoint.

RESEARCH VISIBILITY, 1969-70. REPORTS ON SELECTED RESEARCH STUDIES IN VOCATIONAL, TECHNICAL, AND PRACTICAL ARTS EDUCATION, *George L. Brandon, Ed.*, 151p.; reprinted from the American Vocational Journal, EDRS Price MF-$.75, HC-$7.65. VT011331 ED041136 JUN 70

Research reviews in this volume are a consolidation of research visibility articles published in the "American Vocational Journal" from September 1969 through May 1970. The reviews are arranged by sub-topic in these major sections: (1) manpower research, (2) exemplary programs and residential careers, (5) vocational education curriculum, (6) accreditation and evaluation, (7) report on vocational research, (3) disadvantaged and the handicapped, and (9) development of professional personnel. Each topic includes editorial comments by the author and a bibliography of completed studies reported in this volume and related studies. Author and title indexes for the entire volume are provided.

RESEARCH VISIBILITY: VOCATIONAL EDUCATION RESEARCH, *George L. Brandon, Ed.*, 4p., EDRS price MF-$.65, HC-$3.29. VT012568 ED047150 JAN71

The 16 reviews of vocational education research are organized under these topics: (1) human potential and human resources, which reports a teacher institute to develop human potential, a leadership development study, and the labor market experience of men aged 45-59, (2) reports of Voc-Tec Centers, including the Center for Occupational Education of North Carolina State University, the Center for Vocational and Technical Education at the Ohio State University, and the Industrial Relations Research Institute of the Center for Studies in Vocational and Technical Education at the University of Wisconsin, (3) careers and new careers, which reports bibliographies for health careers and career development and a study of the lack of upward mobility for new careerists, (4) disadvantaged adults and the handicapped, which reports an institute and a workshop dealing with the training of personnel and the disadvantaged-handicapped student, and (5) reports from the universities, including University of Michigan, Oklahoma State University, Wayne State University, and the Minnesota Research Coordinating Unit. Availability is included in the abstracts of the reports.

A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED STUDENT, Chabot College, Hayward, California. VT100817 JUN73

Providing information for counselors and teachers who are helping physically handicapped students to plan future educational and vocational programs, this handbook describes the community resources available to the handicapped in the South County Joint Junior College District (Chabot College) area of California. Educational resources provided by the seven school districts are identified and their areas of specialization indicated. Chabot College resources for the handicapped are detailed and other local college and university contact persons who can help with information regarding programs in their schools are listed with names, address, and telephone number. Separate information is directed to those who assist disabled veterans.

SERVING THE HANDICAPPED AND DISADVANTAGED IN SPECIAL PROGRAMS, *Charles H. Matters*, American Vocational Journal, (49)2, pp. 34-35, 42, February 1975. EJ094074 CE500597

There is a communication and articulation problem today between vocational educators and persons from special education and guidance. Those in special education, guidance and vocational education should effectively communicate and work together to solve the complex problem of providing quality vocational education for the handicapped and disadvantaged.

SINGLE STEP FOR HANDICAPPED, *John Low*, Community and Junior College Journal, (46)3, pp. 18-21, November 1975. EJ126357 JC501071

Describes the "Single Step" program for handicapped adults at Dundalk Community College (Maryland), which consists of 15 one day per week sessions of testing, skills training, guidance, and counseling.

SPECIAL EDUCATION IN THE MAINSTREAM: A CONFIRMATION OF LIMITATIONS? *Barbara K. Keogh, and Marc L. Levitt*, Focus on Exceptional Children, (8)1, pp. 1-11, 1976.

THE VISUALLY HANDICAPPED CHILD IN SCHOOL, *Grace D. Napier*, pp. 221-227, New York: John Day, 1973. $16.00.

Special subject adjustments and skills. In Berthold Lowenfeld (ed.).

A SURVEY OF TRAINING AND TRAINING RESOURCES ON VISUAL IMPAIRMENT, *Desire V. Nelson, and Steven R. Rush*, Rehabilitation Counseling Bulletin, (20)2, pp. 152-154, December 1976. EJ153381 CG511803

A survey to assess available training materials related to visual impairment was conducted by the Continuing Education Program for Rehabilitation: Region2 (CEPR2) staff. Three training systems--rehabilitation counselor education training programs, regional rehabilitation continuing education programs, and research and training centers--were surveyed. Results and implications are discussed.

TEACHING PROTECTION WORDS, *D. A. McMullen*, Teaching Exceptional Children, (7)3, pp. 74-77, 1975.

A program teaches trainable retarded children the basic survival and protection words necessary for daily living. Being able to recognize and understand these basic words enabled them to make independent judgments when an emergency situation arose.

TEENAGERS ARE MAKING IT WORK: AN ACTIVITY CENTER IN A SPECIAL SCHOOL, *G. Berkman*, Teaching Exceptional Children, (6) , pp. 127-133, 1974.

This article describes a program in which teenage educable retarded students are learning real life skills as they manage their own commercial enterprise in an activity center. The general objectives are to teach students in the areas of social competency, money, time, and measurement.

TUFTS UNIVERSITY SUMMER GUIDANCE INSTITUTE ON THE UTILIZATION OF OCCUPATIONAL EDUCATION AND PLACEMENT (MEDFORD, MA, JUL 20-31, 1970). FINAL REPORT, *Elizabeth M. Curtin, and John P. Morine*, 50p. EDRS price MF-$.65, HC-$3.29. VT012763 ED049363 OCT 70

The purposes of this institute were to (1) provide the information needed to offer vocational courses for the non-college bound handicapped and disadvantaged, (2) point out the need for remedial and psychological services, (3) increase participants' understanding of the role of the counselor in our rapidly changing society, (4) increase emphasis on placement in school and industry and (5) improve supervision of vocational education at all levels. Five days of presentations by experts in the field were supplemented by travel to schools, special programs, industrial plants, and a career information center to show practical applications. The major value of the institute, according to the participating guidance personnel, was in familiarizing participants with new developments in vocational education, particularly preparations for emerging occupations and technological advancement. A follow-up evaluation showed that the institute had great impact throughout the state, as participants assumed leadership roles in implementing the new ideas.

A VOCATIONAL ASSESSMENT BATTERY FOR THE EDUCABLE MENTALLY RETARDED AND LOW LITERATE, *Charles L. Alcorn, and Charles L. Nicholson*, Education and Training of the Mentally Retarded, (10)2, pp. 78-83, April 1975. EJ134556 EC080983

VOCATIONAL DEVELOPMENT OF ADOLESCENTS WITH BURN INJURY, *Richard T. Goldberg, and others*, Rehabilitation Counseling Bulletin, (18)3, pp. 140-146, March 1975. EJ113961 CG508392

This study investigated the relationships among facial disfigurement, career plans, and rehabilitation outlook in 34 adolescents with burn injury.

VOCATIONAL EDUCATION AND THE PHYSICALLY HANDICAPPED--VOICES AND VIEWS, *Don Love*, Los Angeles City College, California; Hoskins and Associates, S. Pasadena, California. EDRS price MF-$.65, HC not available from EDRS. Los Angeles City College Bookstore, 855 North Vermont Ave., Los Angeles, California 90029 ($6.60). VT015390 ED063472 JUL71

This report is an attempt to define the role of the junior/community college in providing vocational training for the physically handicapped. In identifying this role the report offers: (1) an in-depth discussion of the national concern of vocational education for the handicapped, (2) findings from a review of the existing vocational education programs for the disabled, (3) an analysis of the handicapped population related to the junior college, (4) suggested solutions to problems, (5) labor market trends and needs, (6) program planning, (7) implementation and evaluation of supportive services such as counseling and guidance, and (8) future needs and program development in outlining a course of action, the report catagorized the basic needs of handicapped students as medical, social, economic, and educational.

VOCATIONAL INSTRUCTIONAL MATERIALS FOR AGRICULTURE AVAILABLE FROM FEDERAL AGENCIES, Northwest Regional Educational Lab., Portland Oregon, 135p., EDRS price MF-$.65, HC-$6.58. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 VT014542 ED058444 AUG71

This annotated bibliography lists curriculum materials for agricultural education which were produced by federal agencies and are appropriate for these subject matter areas: (1) advertising, (2) apparel and accessories, (3) automotive, (4) finance and credit, (5) food distribution and services, (6) general merchandise, (7) floristry, (8) hardware, building materials, farm, and garden, (9) home furnishings, (10) hotel and lodging, (11) industrial marketing, (12) insurance, (13) international, wholesale, and retail trade, (14) personal services, (15) real estate (16) recreation and tourism, and (17) transportation. In addition to the distributive education area, instructional materials which may have general application to any vocational area are classified into these categories: (1) basic education, (2) related education, (3) guidance and counseling, (4) teacher education, and (5) disadvantaged/handicapped: Internal and external.

VOCATIONAL INSTRUCTIONAL MATERIALS FOR HOME ECONOMICS AVAILABLE FROM FEDERAL AGENCIES, Northwest Regional Educational Lab., Portland, Oregon, 93p. EDRS price MF-$.65, HC-$3.29, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 VT014545 ED058447 AUG71

This annotated bibliography lists curriculum materials for home economics education which were produced by federal agencies and are appropriate for these areas: (1) preparation for personal, home, and family living, and (2) preparation for occupations utilizing home economics knowledge and skills. Both areas are further subdivided into specific subject matter areas.

VOCATIONAL INSTRUCTIONAL MATERIALS FOR TRADE AND INDUSTRIAL OCCUPATIONS AVAILABLE FROM FEDERAL AGENCIES, Northwest Regional Educational Lab., Portland, Oregon, 146 p., EDRS price MF-$.65, HC-$6.58. Superintendent of Documents, Washington, D.C. 20402 VT014547 ED058449.

This annotated bibliography lists curriculum materials for trade and industrial education which were produced by federal agencies and are appropriate for 36 subject matter areas, including: (1) air conditioning, (2) appliance repair, (3) automotive services,

(4) aviation, (5) blueprint reading, (6) commercial arts, (7) construction and maintenance, (8) drafting, (9) electronics, (10) fabric maintenance, (11) graphic arts, (12) instrument maintenance and repair, (13) metalworking, (14) quantity food occupations, and (15) refrigeration, where possible.

VOCATIONAL INSTRUCTIONAL MATERIALS FOR OFFICE OCCUPATIONS AVAILABLE FROM FEDERAL AGENCIES, Northwest Regional Educational Lab., Portland, Oregon, 88p., EDRS price MF-$.65, HC-$3.29, Superintendent of Documents, Washington, D.C. 20402 VT014544 ED058446

This annotated bibliography lists curriculum materials for office occupations education which were produced by federal agencies and are appropriate for these subject matter areas: (1) accounting and computing, (2) data processing, (3) filing, office machines, and general office, (4) information communication, (5) materials support, (6) personnel, training, and related occupations, (7) stenographic, secretarial, and related occupations, (8) supervision and administrative management, and (9) typing and related occupations. Where possible, these subject matter areas are further subdivided into specific occupational areas.

VOCATIONAL INSTRUCTIONAL MATERIALS FOR TECHNICAL EDUCATION AVAILABLE FROM FEDERAL AGENCIES, Northwest Regional Educational Lab., Portland Oregon, 109p., EDRS price MF-$.65, HC-$6.58, Superintendent of Documents, Washington, D.C. 20402 VT014548 ED058450 AUG71

This annotated bibliography lists curriculum materials for technical education which were produced by federal agencies and are related to these subject matter areas: (1) engineering, (2) agriculture, (3) health, (4) office, and (5) home economics, where possible, these subject matter areas are further subdivided into specific occupational areas. In addition to the technical education area, instructional materials which may have general application to any vocational area are classified into these categories: (1) basic education, (2) related education, (3) guidance and counseling, (4) teacher education, and (5) disadvantaged/handicapped: internal and external.

VOCATIONAL ORIENTATION OF VISUALLY AND PERCEPTUALLY HANDICAPPED JUNIOR HIGH SCHOOL STUDENTS. FINAL REPORT, *Fred P. Schuman*, Hartford City Board of Education, Connecticut. VT017444 30JUN72

Summarized are the results of a project effort concerned with providing work orientation to legally blind and perceptually handicapped students in Hartford, Connecticut. Field trips followed by individual and group counseling sessions were used to expose students to the world of work. Only boys participated in the study. Questionnaire responses elicited from the students, with the help of their parents, provided the evaluation data. An analyses of the findings indicated that the project was not very successful in its effort to provide students with useful job and vocational information. While all of the students were able to verbalize some extended knowledge, very little of the information was maintained.

WHAT ABOUT THE HOMEBOUND? *James A. Walker*, Journal of Rehabilitation, (39)2, pp. 21-22, 41, March/April 1973. EJ076324 VT504687

WITH FIVE DOLLARS AND ENTHUSIASM, *M. R. Donovan*, Teaching Exceptional Children, (6), pp. 185-191, 1974.

A pictorial article demonstrates how a high school special class opened and operated a small store within the school. It aided in the learning of retail trade, work habits, finance, cooperation, and leadership.

BOOKS

THE ABILITIES OF YOUNG CHILDREN, *Ruth A. Martinson and May V. Seagoe*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1967, 76 pp. $3.50.

Criteria for evaluating creativity of products of elementary school children. Relationship between creative ability and intelligence.

THE ADMINISTRATION OF PROGRAMS FOR EDUCABLE RETARDED CHILDREN IN SMALL SCHOOL SYSTEMS, *Robert L. Erdman, Kenneth E. Wyatt, and Harold W. Heller*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1970, 94 pp. $3.25.

Organization of classes, curricula, and various approaches to programming.

APPLICATION OF CHILD DEVELOPMENT RESEARCH TO EXCEPTIONAL CHILDREN, *James J. Gallagher, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 376 pp. $12.00.

First section reviews the field from various developmental perspectives including identification and sex role, psycholinguistics and language acquisition, perception, effects of intervention and family relationships on young children, concept attainment, and learning. Second section effectively integrates analyses by specialists in various fields of exceptionality to the broad spectrum of child development research. A text for graduate students and practitioners in special education, psychology, and child development.

ASSESSMENT OF DEAF-BLIND CHILDREN: THE CALLIER-AZUSA SCALE, *Robert D. Stillman*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 65 pp. $3.50.

One in the Very Special Children series. Especially appropriate for low functioning deaf blind children for whom other assessments are inappropriate. Evaluates motor development, perceptual development, daily living, language development, and socialization.

CHILDREN ALONE: WHAT CAN BE DONE ABOUT ABUSE AND NEGLECT, *M. Angele Thomas, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 115 pp. $7.50.

Signs and symptoms of neglect and physical, emotional and sexual abuse in school age children and adolescents are discussed. Treatment modalities, prevention and model programs are described. The culmination of an Invisible College on Child Abuse and Neglect conducted in November, 1976.

CHILDREN ON MEDICATION--A PRIMER FOR SCHOOL PERSONNEL, *Kenneth D. Gadow*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

How does medication help children? What are the behavioral effects of drugs and the major side effects? How are drugs interrelated with the educational process? This primer answers many of these questions. It is designed to assist educators to act effectively during interdisciplinary interaction and to focus more clearly on educational issues.

CLASSROOM DISTURBANCE: THE PRINCIPAL'S DILEMMA, *William C. Morse*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1971, 122 pp. $2.50.

An insightful book for teachers and principals working with troubled and troubling children.

COLLEGE AND INDUSTRY: PARTNERS IN THE HANDICAPPED EMPLOYMENT ROLE, *D. Katz, and B. Flugman,* Institute for Research and Development in Occupational Education, The Graduate School and University Center, City University, NY 10036, 1977, 90 pp.

This report discusses the efforts and cooperation of a project to sensitize college and industry groups to the employment needs of disabled community college students.

COMMUNITY COLLEGE SUPPORT SERVICE AND ACTIVITY PROGRAM FOR THE DISABLED STUDENT, *D. Katz, and B. Flugman,* Institute for Research and Development in Occupational Education, The Graduate School and University Center of the City University, NY 10036, 1977, 119 pp.

This report is the results of a project to nurture and expand the response capabilities of student personnel staffs as they deliver support services to disabled students.

COOPERATIVE PROGRAMMING BETWEEN VOCATIONAL REHABILITATION AGENCIES AND THE SCHOOL SYSTEMS: A SOURCEBOOK FOR ADMINISTRATORS AND SUPERVISORS, 1977, Office of Special Programs, Rehabilitation Services Administration. Limited supply. Free.

CULTURAL DIVERSITY AND THE EXCEPTIONAL CHILD, *Louis A. Bransford, Leonard Baca, Karen Lane, (Eds.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 92 pp. $5.50.

Language, Culture, and Exceptional Children; Highlights of Institutes on Language and Culture; Cultural Conflict and Cultural Diversity in Education; Ethnic Perspective on Cultural Diversity Analysis and Interpretation of Data.

DEVELOPING EFFECTIVE INDIVIDUALIZED EDUCATION PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN AND YOUTH, *Norris G. Haring (Ed.)*, Washington, D.C.: Bureau of Education for the Handicapped, U.S. Office of Education, 1977. Available from American Association for the Education of the Severely/Profoundly Handicapped. $9.95.

DEVELOPMENT OF A MODEL FOR VOCATIONAL EVALUATION OF THE DISADVANTAGED, *Julian Nadolsky*, Auburn University School of Education, Department of Vocational & Adult Education, Auburn, Alabama, 1973, $3.00.

DIAGNOSIS AND PLACEMENT (Readings in), *H. Goldstein*, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75, 202 pp., 1978.

Designed primarily for a special education course textbook, the readings would also be of value to the practitioner.

DIAGNOSTIC TEACHING FOR PRESCHOOL CHILDREN, *Walter L. Hodges, Boyd R. McCandless, and Howard H. Spicker*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1971, 122 pp. $4.25.

Explores for use of a cognitively oriented curriculum for disadvantaged preschool children.

DOMAIN REFERENCED TESTING IN SPECIAL EDUCATION, *Wells Hively and Maynard Reynolds*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 148 pp. $4.00.

Implications of domain referenced testing (also known as criterion referenced and objective referenced testing) for special education. Helpful for teachers, administrators, curriculum supervisors in making assessment part of their program.

EARLY CHILDHOOD, *Merle B. Karnes and Richard C. Lee*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 109 pp. $5.00.

Ten components of any exemplary program for handicapped at the preschool level are delineated: identification, parent involvement, mainstreaming, teacher behavior, promoting a positive self concept, ongoing assessment, individualization of instruction, language, the role of the paraprofessional, and promoting generalization.

EDUCATIONAL PLANNING FOR THE GIFTED: OVERCOMING CULTURAL, GEOGRAPHIC, AND SOCIOECONOMIC BARRIERS, *Alexinia Y. Baldwin, Gayle H. Gear, Leonard J. Lucito, (Eds.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 96 pp. $5.25.

Explores alternative approaches in identification, assessing different minorities; cultural groups, and abilities; cultural determinants of giftedness; curriculum and teaching methods; school-community relationship in educational planning. Written for teachers, administrators, and educational planners, these articles present concrete suggestions designed to make an impact at both classroom and system levels. A rich source of materials for preservice and inservice training.

ELEMENTARY AND SECONDARY SELF-EVALUATION GUIDE, Office for Civil Rights, 1978, free. Order from: OCR.

An explanation of the self-evaluation procedures relating to Section 504 of the Rehabilitation Act of 1973. Contains discussion of student programs, activities, and services.

ENVIRONMENTAL DESIGN: NEW RELEVANCE FOR SPECIAL EDUCATION, *Alan R. Abeson, Project Coordinator, Julie Blacklow, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1971, 132 pp. $4.25.

Explores problems and solutions to the design of educational facilities for handicapped children.

EXCEPTIONAL CHILD EDUCATION AT THE BICENTENNIAL: A PARADE OF PROGRESS, *June B. Jordan, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 114 pp. $5.50.

Features interviews with Congressmen, federal administrators, and other educational leaders who share their views of the current status of exceptional child education and where it is headed in the future. A paper, "Full Educational Opportunities for Handicapped Individuals," prepared for the White House Conference on Handicapped Individuals rounds out this salute to progress in 1976.

EXCEPTIONAL TIMETABLES: HISTORICAL EVENTS AFFECTING THE HANDICAPPED AND GIFTED, *Jean Nazzaro*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 56 pp. $5.00.

The major events in the development of special education and related services in the United States from 1800 to the present. Significant landmarks are woven together in these contexts: advocacy and litagation; technology, science, health, and innovations; state and federal policy. Suggestions are included for using the book and film with parent and service organizations, special education students, and inservice training.

FAMILY LIFE, *Helen R. Prevo*, Two textbooks. Both Book 1 and Book 2 have extensive workbook materials available with them. Frank E. Richards Publishing Co., Inc. Book 1, No. 110, $2.00; Workbook No. 111 for Box 1, $1.25. Book 2, No. 112, $2.00; Workbook No. 113 for Book 2, $1.25.

The set contains two social adjustment textbooks prepared for use with EMR students in their last year or years in school. Book 1 partial contents include "Wedding Bells," "Finding an Apartment," "Buying Furniture," "Budgeting," "An Accident," "Out of Work," "Adult Education," "Vacation," "Neighbors," "Bringing Up the Children," and "Review of New Words." Book 2 partial contents include "Allowances," "The Wallet," "Baby Sitting," "Temper," "Insurance," "Going Places," "Going Steady," "A New Job" "Late Every Night," "Advice," "Working at Home," and "Happy Anniversary."

FINANCING EDUCATIONAL SERVICES FOR THE HANDICAPPED, *Charles D. Bernstein, William T. Hartman, Michael W. Kirst, Rudolph S. Marshall*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 1976, 68 pp. $4.95.

Review of state practices and national research in financing of special education services. Valuable for teachers, local administrators, policy makers, advocates.

FIRST WORLD CONGRESS ON FUTURE SPECIAL EDUCATION--ABSTRACTS OF PRESENTATIONS, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $5.00.

This publication contains abstracts of 205 World Congress papers submitted to The Council for Exceptional Children.

FUTURES OF EDUCATION FOR EXCEPTIONAL STUDENTS: EMERGING STRUCTURES, *Maynard C. Reynolds, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 292 pp. $5.50.

An interdisciplinary interchange among leaders representing diverse perspectives. It focuses on new and emerging features of today's school system, in light of changes mandated by P.L. 94-142.

GIFTED AND TALENTED: DEVELOPING ELEMENTARY AND SECONDARY SCHOOL PROGRAMS, *Bruce O. Boston, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 46 pp. $4.15.

Articles on values education for the gifted, disadvantaged, gifted, instructional planning and starting a gifted program.

HEARING IMPAIRED CHILDREN IN THE MAINSTREAM, *Jack W. Birch*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 1975, 106 pp. $4.00.

Delineates basic principles for successful communication techniques used with deaf and hearing impaired persons. Useful for regular class teachers, administrators, and others in delivering effective education to hearing handicapped pupils in regular classes.

HEY DON'T FORGET ABOUT ME! EDUCATION'S INVESTMENT IN THE SEVERELY, PROFOUNDLY, AND MULTIPLY HANDICAPPED, *M. Angele Thomas, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 208 pp. $7.50.

Draws upon the latest information, research, and innovations developed and implemented by leaders in the field. Various chapters deal with infant identification, the role of the parent, early intervention. Public school programs, appropriate curricula, the role of the teacher as educational synthesizer, deinstitutionalization and planned change through technical assistance and federal leadership are discussed. A final section on the service of research focuses on how the criterion of ultimate functioning can be attained. Useful for teachers, teacher educators, administrators. Resource bibliography.

HUMAN GROWTH AND DEVELOPMENT OF THE EXCEPTIONAL INDIVIDUAL, (Readings in), *A. Lane*, Special Learning Corp., 42 Boston Rd., Guilford, Connecticut 06437, 1979, 275 pp. $8.75.

The readings in this book are grouped by "normal" developmental stages. The topics include legal aspects, use of drugs, effects of labels, and a wide range of other relevant subjects.

INDIVIDUALIZED EDUCATIONAL PROGRAMS, *R. Piazza, and I. Newman*, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut, 06437, 1978, 209 pp. $8.75.

Although designed for special education course of study, the book offers several leadings the practitioner might well use in daily practice.

INSTRUCTIONAL ALTERNATIVES FOR EXCEPTIONAL CHILDREN, *Evelyn N. Deno, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1973, 194 pp. $4.50.

Alternatives to segregated special education services and interface between regular and special education.

INTERNATIONAL PERSPECTIVES ON FUTURE SPECIAL EDUCATION, *Albert H. Fink, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1979, 318 pp. $15.00.

This book is comprised of selected papers presented at the landmark CEC First World Congress held in June 1978 in Stirling, Scotland. It is intended to stimulate ongoing interaction and provide a better understanding of international approaches to solving problems of exceptional children. The book is organized into eight sections: the challenge of special education; regional differences; service deliveries; development of exceptional children; cultural, environmental, and social factors; program models; professional preparation; and technology, dissemination and communication.

LET'S TRY DOING SOMETHING ELSE KIND OF THING--BEHAVIORAL PRINCIPLES AND THE EXCEPTIONAL CHILD, *June B. Jordan, Lynn S. Robbins, (Eds.)* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1972, 144 pp. $7.25.

Examination of development of precision teaching; setting selected aims for individual children, maintaining a flexible curriculum through continuous measurement; behavior modification techniques to return special class children to a regular school program.

MAINSTREAM CURRENTS: REPRINTS FROM EXCEPTIONAL CHILDREN 1968-74, *Grace J. Warfield, (Ed.)*, Council for Exceptional Children, 1920 Association Dirve, Reston, VA 22091, 1974, 250 pp. $5.50.

Thirty-seven articles explore changing viewpoints and practices. Discussions on preparing regular class teachers for mainstreaming, noncategorical teacher education, classroom management, and administrative concerns in delivery of services to children with varying exceptionalities.

MAINSTREAMING, (Readings in), *H. Goldstein*, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut, 06437, 1978, 220 pp. $8.75.

The editor has compiled a comprehensive book of readings which encompasses major aspects of the concept. Designed as a textbook for teacher/counselor education, the practitioner would find it most useful.

MAINSTREAMING AND THE MINORITY CHILD, *Reginald L. Jones, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 307 pp. $5.00.

Provides insights into teaching, testing, and administering programs for bilingual and other culturally or racially different children.

MAINSTREAMING: EDUCABLE MENTALLY RETARDED CHILDREN IN REGULAR CLASSES, *Jack W. Birch*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1974, 122 pp. $3.00.

Describes successful mainstreaming in six school districts. Facilities, teacher preparation, parent involvement, organization, inservice education.

MAINSTREAMING GUIDEBOOK FOR VOCATIONAL EDUCATORS, Olympus Publishing Co., Two Olympus Plaza 1670 E. Thirteenth S., Salt Lake City, Utah 84105.

The Mainstreaming Guidebook is an essential tool for all who would design and conduct vocational programs in which handicapped persons are expected to achieve success. It is filled with strategies by which vocational educators can help handicapped students reach their potential.

MAINSTREAMING GUIDEBOOK FOR VOCATIONAL EDUCATORS: TEACHING THE HANDICAPPED, *P. Dahl, J. Appleby, and D. Lipe*, Salt Lake City, Utah: Olympus Publishing Co., 1978, 331 pp. $13.56.

Prepared by the American Institute of Research, the text is a sourcebook dealing with establishing positive attitudes, mainstreaming, eleminating barriers, assessment, curriculum, environmental barriers, and placement. Excellent references, models, and technqiues are encompassed in the book.

MAINSTREAMING: MERGING REGULAR AND SPECIAL EDUCATION, *S. Hasazi, P. Rice, and R. York*, Phi Delta Kappa Fastbacks, Box 789, Bloomington, IN 47402.

The passage in 1975 of Public Law 94-142, the Education for All Handicapped Children Act, has had a tremendous impact on special education in the U.S. Central to this legislation is the concept of "mainstreaming," which refers to the integration of handicapped students into the regular classroom. The authors of this fastback interpret the significance of this important legislation and spell out the new roles required for both regular and special education teachers and administrators to implement mainstreaming in our schools.

MAINSTREAMING: ORIGINS AND IMPLICATIONS, *Maynard C. Reynolds, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 65 pp. $3.00.

A critical examination of issues and concerns underlying the current nationwide movement to "Mainstream" exceptional children. Viewpoints from such fields as sociology, teacher training, psychology, administration, philosophy.

MAINSTREAMING SERIES, *T. Fairchild, (Ed.), D. Fairfield, and B. Miller (Illustrators)*, Learning Concepts, 2501 W. Lamar, Austin, Texas, 78705.

Each book in this series focuses on a single handicapping condition on topic relevant to mainstreaming:

MAINSTREAMING EXCEPTIONAL CHILDREN, *Thomas N. Fairchild, Ph.D., Ferris O. Henson II, Ph.D.* $5.95.
MANAGING THE HYPERACTIVE CHILD IN THE CLASSROOM, *Thomas N. Fairchild, Ph.D.*, $5.95.
MAINSTREAMING THE GIFTED, *Ferris O. Henson II, Ph.D.* $5.95.
BEHAVIOR DISORDERS. HELPING CHILDREN WITH BEHAVIORAL PROBLEMS, *A. Lee Park, Ph.D.* $5.95.
MAINSTREAMING CHILDREN WITH LEARNING DISABILITIES, *Ferris O. Henson II, Ph.D., Thomas N. Fairchild, Ph.D.* $5.95.
MAINSTREAMING THE MENTALLY RETARDED CHILD, *Thomas N. Fairchild, Ph.D., D. A. Lea Parks, Ph.D.* $5.95.
MAINSTREAMING THE HEARING IMPAIRED CHILD: AN EDUCATIONAL ALTERNATIVE, *Janice Zatzman Orlansky, M. Ed.* $5.95.
MAINSTREAMING THE VISUALLY IMPAIRED CHILD: BLIND AND PARTIALLY SIGHTED STUDENTS IN THE REGULAR CLASSROOM, *Michael O. Orlansky, Ph.D.* $5.95.

MAKING IT WORK: PRACTICAL IDEAS FOR INTEGRATING EXCEPTIONAL CHILDREN INTO REGULAR CLASSES, *Charlotte Hawkins-Shepard, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 122 pp. $6.00.

Model mainstreaming programs at preschool, elementary, high school levels; the state of the art; classroom management. New annotated bibliography of criterion referenced test. Revised edition.

MANAGING INAPPROPRIATE BEHAVIORS IN THE CLASSROOM, *Thomas C. Lovitt*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 56 pp. $4.50.

Lovitt offers a variety of management strategies for the classroom as well as techniques for coping with individual behavior, based on principles and practices of applied behavior analysis techniques. Coupled with strategy are generally two research examples. Both special education and regular teachers will welcome this monograph.

OPENING CLOSED DOORS: THE DEINSTITUTIONALIZATION OF DISABLED INDIVIDUALS, *David Braddock*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 192 pp. $7.50.

Examines deinstitutionalization and how it can be facilitated through advocacy and positive public relations. Reviews each state's commitment to the normalization process. Extensive bibliography.

PERISCOPE: VIEWS OF THE INDIVIDUALIZED EDUCATION PROGRAM, *Bluma B. Weiner, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 200 pp. $9.75.

Diverse prespectives of individualized education program planning Over 40 selected papers based on presentations at CEC's National Conference on IEP's held in Albuquerque, February, 1978. Presentations span the spectrum of issues from assessment to service delivery to parenting. Five subtopics focus on special target groups and settings; early childhood, secondary level/vocational education, severely/profoundly/multiply handicapped, hearing impaired, and IEP's for children in residential or special day schools.

PLACES AND SPACES: FACILITY PLANNING FOR HANDICAPPED CHILDREN, *Barbara Aiello, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 56 pp. $3.50.

How educators and architects can work toward solutions of architectural problems as special facilities are planned and designed for exceptional children. Bibliography.

READINGS IN AUTISM, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This book provides an insight into this disability. The history of autism is looked at along with a prospectus on the courses, and current methodology, research and diagnosis. It features a comprehensive glossary of terms, index, selected bibliographies for further reading, and a special section on the use of manual sign language with the autistic child.

READINGS IN DEAF EDUCATION, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This book deals with the deaf and hearing-impaired. It is designed around a course of study for students enrolled in Deaf Education courses, teachers of the deaf, and those professionals who teach students who are deaf. Specific units deal with diagnosis, methodology, new theories, and rehabilitation. It follows the course of study in most special educational departments. It features a glossary of terms, index, selected bibliographies for further reading, and an excellent chart of manual sign language.

READINGS IN DIAGNOSIS AND PLACEMENT, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This book is designed to follow courses of study for students, teachers, and other professionals who work with exceptional children. Current trends in testing procedures are looked at with sample tests included. The controversy of mainstreaming versus placement of the exceptional child in special education classes is also featured.

READINGS IN DYSLEXIA, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This book defines the widely used term, dyslexia, and discusses in detail the diagnosis, remediation, and special methods of teaching used with dyslexic children.

READINGS IN GIFTED AND TALENTED EDUCATION, Special Learning Corporation 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This book is designed to serve special children who are academically talented and intellectually gifted. The book discusses their needs and the recommended special education programs, the problems of the special child--both socially and academically, peer group pressure, and other aspects of this field that have been severely neglected.

READINGS IN HUMAN GROWTH AND DEVELOPMENT OF THE EXCEPTIONAL INDIVIDUAL, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This can easily be adapted to many college courses of study. Topics pertinent to teachers, psychologists, social workers and counselors are covered. This book is a chronological guide to the "normal" development of individuals with varying disabilities.

READINGS IN INDIVIDUALIZED EDUCATIONAL PROGRAMS, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This book represents current viewpoints from professionals at different levels of education and related professions concerned with the responsibility of individualizing educational programs for handicapped children. Most of the information contained in the text is generic, that is, it has relevance across disability area. Although it is not offered as the definitive text on IEP's, it should resolve some of the complications surrounding implementation, development and evaluation. There has been a conscious attempt by the editors to present the IEP as a process by which responsible, competent individuals have wide discretion in facilitating an adequate program plan for the child.

READINGS IN LEARNING DISABILITIES, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

These readings highlight the major disabilities, and provides educators with programs and methods for use in teaching the learning disabled. The causes, assessment and methods of treating each different type of disorder are all discussed and applied to classroom use.

READINGS IN MAINSTREAMING, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This is designed to serve as a general course book for beginning teachers who are entering special education classes, teachers who have taught in regular classrooms and are returning for specific courses in the special education fields, and for those regular classroom teachers who now have special children in their regular classrooms. The book serves two purposes: (1) to provide a general overview to problems and methods of mainstreaming special children into a regular classroom situation, and (2) to provide examples of successful mainstreaming case studies, methodology, and suggestions for teachers now in mainstreaming situations.

READINGS IN PRE-SCHOOL EDUCATION FOR THE HANDICAPPED, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

This book considers some of the crucial aspects related to the purpose and importance of early identification. These are (1) to help ameliorate or prevent potential problems with learning; (2) to plan educational programs; and (3) to involve parents, family and community to recognize, support, train, and teach the handicapped child. Psychological and educational studies are offered to give credence to the value of beginning education early. Model programs and some of the future issues effecting this field are also offered.

READINGS IN SEVERELY AND PROFOUNDLY HANDICAPPED EDUCATION, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $8.75.

These readings have been compiled and organized to meet the needs of professionals, students and others interested in the challenge of working with this population. The primary objective of this anthology is to provide the reader with relevant articles that focus on the responsibility of the educational establishment to move toward a more human system of instructional alternatives. It is hoped that this volume will lend some insight and perspective to the challenge that lies ahead.

READINGS IN SPECIAL EDUCATION, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437. $8.75.

The readings in this book are designed to follow the introductory course in special education. It is also a book which can be used as the first course book for Exceptional Children, Foundations of Exceptional Children, and the overview course for students entering special education departments. Its coverage is general and units are specific to later, more in-depth special education courses.

READINGS IN SPEECH AND HEARING, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437. $8.75.

This is designed to be used in a course of study. It can be used in addition to or in conjunction with Readings in Deaf Education. However, both are separate course offerings and completely separate books. Readings in Speech and Hearing focuses more on speech disorders, speech development, assessment, methodology, educational therapy, and rehabilitation. It is designed for those studying to be speech therapists, speech teachers, special education teachers and those interested in the remedial and rehabilitation process.

THE PRINCIPAL WORKS WITH THE VISUALLY IMPAIRED, *Geraldine T. Scholl*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1968, 72 pp. $3.00.

Identification and impact of visual impairment, education programs, placement, and the visually impaired child in the regular classroom.

PROCEEDINGS OF THE CONFERENCE ON MAINSTREAMING HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION PROGRAMS, *J. Crunkilton, S. Holub, and S. Grant, (Eds.)*, Sponsored by Division of Vocational-Technical Education, College of Education, Virginia Polytechnic Institute & State University, Blacksburg, VA 24061, February 1978, 134 pp.

This published report from the Conference on Mainstreaming should serve as a handbook to educators.

PROGRAMS FOR THE HANDICAPPED, Office for Handicapped Individuals, HEW, Washington, D.C., 20201, DHEW Publication No. (OHD) 79-22000, December 1978 (78-5), 24 pp.

This publication from HEW focuses on health education, securing funds, and employment of the handicapped.

PROGRAMS FOR THE HANDICAPPED, Office for Handicapped Individuals, 338D Hubert H. Humphrey Building, 200 Independence Ave., S.W., Washington, D.C. 20201, March-April, 1979 (#2), 19 pp.

This publication describes programs designed to benefit the handicapped person. Included are the use of volunteers, a 4-H and Girl Scout Seminar, Attitudinal Workshop, and others.

PUBLIC SCHOOL CLASSES FOR THE EMOTIONALLY HANDICAPPED: A RESEARCH ANALYSIS, *William C. Morse, Richard L. Cutler, and Albert H. Fink,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1964, 100 pp. $6.00.

How programs originate and operate, structure of programs, personnel.

RECREATION AND PHYSICAL ACTIVITY FOR THE MENTALLY RETARDED, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1966, 96 pp. $3.00.

Objectives of recreation, what play can mean for the retarded, objectives of programs in physical activity, organization and teaching, suggested activities.

SIGNS FOR TECHNICAL VOCATIONAL EDUCATION, St. Paul, Minnesota: St. Paul Technical Vocational Institute, Program for the Deaf, 1977. Cost to be determined. Contact St. Paul TVI Program for the Deaf for information.

THE SORCERER'S APPRENTICE: A CASE STUDY IN THE ROLE OF THE MENTOR, *Bruce O. Boston,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 35 pp. $2.75.

Examines the pedagogical relationship between mentor and pupil in Carlos Castaneda's best selling tetralogy (The Teachings of Don Juan, A Separate Reality, Journey to Ixtlan, Tales of Power) and draws implications for mentoring in programing for the gifted and talented.

SPECIAL EDUCATION FOR THE SEVERELY HANDICAPPED: THE STATE OF THE ART IN 1975, *Norris G. Haring,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 18 pp. $1.95.

One in the Very Special Children series. Systematic teaching methods to sequence curriculum; evaluate daily changes; select, purchase, or construct needed materials; arrange and reinforce contingencies; involve parents.

THE STATUS OF HANDICAPPED CHILDREN IN HEAD START PROGRAMS: 5th Annual Report, Office of Child Development, 36 pp., February 1978, free. Order from: OHDS-PDU, #(OHDS) 77-31514

Report on the implementation of the Educational Opportunities Act of 1974. Survey information on numbers and types of handicaps among children, mainstreaming and special services.

SUPPORTING VISUALLY IMPAIRED STUDENTS IN THE MAINSTREAM: THE STATE OF THE ART, *Glenda J. Martin, and Mollie Hoben,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 73 pp. $3.00.

Model programs and pros and cons of mainstreaming visually handicapped children are covered. Useful for helping regular class school personnel and community workers.

TEACHER EDUCATION: RENEGOTIATING ROLES FOR MAINSTREAMING, *Judith K. Grosnick, Maynard C. Reynolds, (Eds.),* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 410 pp. $8.50.

A collection of papers on the Deans' Grant Projects. The authors speak from different professional viewpoints. Contents include an examination of models for change, philosophy for the future of teacher education, case studies of the evaluation of three projects, and specific project practices. Useful for all professionals in implementing change in higher education.

TEACHER PLEASE DON'T CLOSE THE DOOR--THE EXCEPTIONAL CHILD IN THE MAINSTREAM, *June B. Jordan, (Ed.),* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 144 pp. $9.75.

Team approaches to assessment, local and state program planning and ways to involve all children in the least restrictive environment. Looks at the role of parents, consulting and resource teachers, diagnostitians, regular teachers, the principal. Useful as textbook and training manual.

TEACHING THE VISUALLY HANDICAPPED, *Kenneth A. Hanninen,* Columbus, Ohio: Charles E. Merrill, 1975. $12.95.

TESTING THE GIFTED CHILD: AN INTERPRETATION IN LAY LANGUAGE, *Richard O. Fortna and Bruce O. Boston,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 30 pp. $3.75.

Reviews the major instruments used for identifying gifted children. Explores what the test measures, the content and structure of the test, what the scores mean, and how results are used in gifted child education. Designed for teachers and parents.

THE THREE BOXES OF LIFE, *R. Bolles*, Ten Speed Press, Box 7123, Berkeley, CA 94707, 1978, 466 pp. $7.95.

The three boxes represent the worlds of education, work, and retirement. According to the author, this is a book of ideas. The book should be a useful addition to the career education library.

TOMMY: A TREATMENT STUDY OF AN AUTISTIC CHILD, *Uwe Stuecher*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1972, Illus. 96 pp. Cloth, $3.95.

A day by day account of a teacher-therapist's work with an 8 year old autistic boy.

TRAINING PROGRAMS AND PLACEMENT SERVICES, Olympus Publishing Co., Two Olympus Plaza, 1670 E. Thirteenth St., Salt Lake City, Utah 84105.

This volume presents 152 summary descriptions of vocational training programs for severely handicapped individuals in the United States. It provides professionals involved in the vocational training and placement of the severely handicapped with a resource directory of national scope.

TRAINING TEACHERS FOR THE GIFTED AND TALENTED: A COMPARISON OF MODELS, *C. June Maker*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 58 pp. $3.95.

Examines preservice and inservice models for training teachers of gifted and talented children and youth within a perspective of the classroom teacher as change agent.

2.5 MILLION CHILDREN: THE INVISIBLE HANDICAP OF HEARING IMPAIRMENT, *Hazel Bothwell*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 36 pp. $4.00.

An overview of problems and potential solutions. Places emphasis on identification and evaluation services, preparation of personnel, and the need for educational reform in the states, including administration and finance.

THE UNFINISHED REVOLUTION: EDUCATION FOR THE HANDICAPPED, 1976 ANNUAL REPORT, Office of Education, 48 pp., 1976, $1.15. Order from: GPO, #017-080-01532-3.

Report by the National Advisory Committee on the Handicapped summarizing the present status of education for the handicapped; attitudes; and changing approaches.

VERY SPECIAL CHILDREN SERIES: DEVELOPING SKILLS IN SEVERELY AND PROFOUNDLY HANDICAPPED CHILDREN, *M. Angele Thomas, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 44 pp. $5.00.

One in the Very Special Children series. Procedures and techniques for dealing with specific learning situations including toileting, eating, and behavior on school buses. Prerequisite skills for cognitive functioning, communicating without speech, and using residual vision are also covered. Methods for effectively enhancing growth and development of the profoundly handicapped and strategies for classroom management.

VOCATIONAL EDUCATION FOR SPECIAL GROUPS, *J. Wall, (Ed.)*, American Vocational Association's Sixth Yearbook, AVA, 1510 H Street, N.W. Washington, D.C. 20005, 1976, 347 pp.

Especially useful to those in the process of program development for special groups, the volume deals with issues, concepts, and strategies. The authors who have provided sections for the text are outstanding in the field of vocational education.

VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS: A GUIDE FOR POLICY DEVELOPMENT, *S. Davis, M. Ward*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 81 pp. $5.00.

In the absence of policy guidelines for the vocational education of handicapped students the Council for Exceptional Children developed this administrative policy guide. The purpose is to provide a guide that can be used by state and local educational agencies for initiating and/or refining their policies. Topics range from planning the programs through delivery. The booklet should be most helpful.

VOCATIONAL EDUCATION: TEACHING THE HANDICAPPED IN REGULAR CLASSES, *Robert A. Weisgerber, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 96 pp. $8.50.

Designed to familiarize vocational educators with federal policy and program support for handicapped students; the concept of the regular class as the least restrictive environment for many students; the importance of a success oriented climate for learning; steps involved in developing individualized instruction. Four sections address specific problems of learners who are orthopedically handicapped, visually handicapped, mentally retarded, and communication impaired.

VOCATIONAL EVALUATION OF THE CULTURALLY DISADVANTAGED, *Julian Nadolsky*, Auburn University School of Education, Department of Vocational and Adult Education, Auburn, Alabama, 1973, $3.00.

VOCATIONAL OPPORTUNITIES, Olympus Publishing Co., Two Olympus Plaza, 1670 E. Thirteenth S., Salt Lake City, Utah 84105.

This book contains two major sections: one shows the wide variety of jobs at which handicapped people are now employed; the other discusses strategies for overcoming barriers that handicapped people may face in preparing for work, getting a job, and succeeding once they are employed.

VOCATIONALLY ORIENTED SCHOOL PLANNING FOR THE HANDICAPPED, Montpelier, Vermont: Vermont State Department of Education, Office of Federal Programs, Title III-IV Division, 1976. $4.00. Limited supply. Also available from ERIC Document Reproduction Service, ED 140 537. Hard (paper) copy, $11.37. MC- $.83 plus postage.

A VOCATIONAL PROGRAM FOR BLIND CHILDREN AND YOUTH, *Isaac P. Clayton*, Baltimore, Maryland: The Maryland School for the Blind, 1973. Free.

WORKING IN THE SIGHTED WORLD, Volumes I-IV. New York: American Foundation for the Blind, 1972-77. Free.

MODIFYING RETARDED BEHAVIOR, *J. Neisman, and R. Smith*, Houghton-Mifflin, Wayside Road, Burlington, MA 01803, 220 pages.

A compact book which should serve as a primer to parents and educators in their contacts with the children who exhibit behaviors considered other than "normal." This text deals not only with the principles of behavior and behavior modification but also with application.

SERIES IN SPECIAL EDUCATION, MCGRAW HILL, *Robert M. Smith (Consulting Editor)*, McGraw Hill Book Company, 1221 Avenue of the Americas, New York, NY 10020.

The following are books from the McGraw-Hill Series in Special Education. They represent a varied approach to aid those working with the handicapped individual. Costs and further information can be obtained from the McGraw Hill Book Company.

BEHAVIOR MODIFICATION FOR THE CLASSROOM TEACHER, *Axelrod.*
DEVELOPING OBSERVATION SKILLS, *Cartwright and Cartwright.*
TEACHING SPECIAL CHILDREN, *Haring and Schiefelbusch.*
RETARDATION: ISSUES, ASSESSMENT, AND INTERVENTION, *Neisworth and Smith.*
PSYCHOLOGICAL ASPECTS OF LEARNING DISABILITIES AND READING DISORDERS, *Ross.*
CONTEMPORARY ISSUES IN SPECIAL EDUCATION, *Schmid, Moneypenny and Johnston.*

CLINICAL TEACHING: METHODS OF INSTRUCTION FOR THE RETARDED, *Smith.*
INTRODUCTION TO MENTAL RETARDATION, *Smith and Neisworth.*
MANAGING INSTRUCTIONAL PROBLEMS: A CASE STUDY WORKBOOK, *Worell and Nelson.*
THE EXCEPTIONAL CHILD: A FUNCTIONAL APPROACH, *Smith and Neisworth.* (With accompanying instructor's manual).

AUDIO-VISUALS

ALL MY BUTTONS, H & H Enterprises, Inc., Box 3342, Lawrence, Kansas 66044, 28 minutes, color; 1972, purchase price: $240.00. Available for free loan from the Illinois Office of Education, Media and Resources Center.

This film illustrates problems associated with the normalization of developmentally disabled citizens and creates an atmosphere for discussion of local solutions to these problems.

ALL TOGETHER NOW, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1974, $90.00. Cassette album.

Presentations from the CEC Invisible College on Mainstreaming. A multimedia package with commentaries by state and local administrators, teachers, teacher trainers, and management consultants. Mainstreaming: What Is It? Planning at the State Level, Leadership of District Administrators, Teachers Helping Teachers, Resource Rooms, Facilitating Change. Contents: six 60 min. tape cassettes, position paper; Mainstream Currents; Mainstreaming: Educable Mentally Retarded into Regular Classes; album guide.

ASIAN AMERICANS: CULTURAL CONTRASTS, *Harry Kitano*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 60 minute cassette. $10.00.

BARRIERS TO LEARNING: TEACHING ASIAN AMERICAN CHILDREN, *Lindberg Sata, and Robert Fuchigami*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 60 minute cassette. $10.00.

BLACK LANGUAGE-BLACK CULTURE, *Gloria Smallwood, Orlando Taylor*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 90 minute cassette. $10.00.

THE CEC INVISIBLE COLLEGE CONFERENCE ON CHILD ABUSE AND THE EXCEPTIONAL CHILD, *M. Angele Thomas, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, $65.00.

Six tape cassette album presents excerpts from presentations and subsequent discussions of the 12 participants of the Invisible College on Child Abuse and Neglect held in 1976. Presenters: Doris Howell, Ira Louri, Diane Broadhurst, Margaret Nicholson, Brian Fraser, Donald Kline, Frederick Green, Dan Davis, Philip Fox, Elsa Ten Broeck, Michael Lauderdale, James Kent.

THE CEC INVISIBLE COLLEGE CONFERENCE ON LEARNING AND BEHAVIORAL PROBLEMS OF HANDICAPPED STUDENTS IN SECONDARY SCHOOL PROGRAMS, *M. Angele Thomas, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, $65.00.

Contains presentations from a special conference on handicapped students in secondary schools. Identifying the population, the expanding role of the school, legal and financial implications, delivery systems, program alternatives, the role of the family, and regular-special education partnership. Academic, vocational, and affective components of instructional programs are the focal points of three separate presenters. Presenters: Frank H. Wood, Maynard C. Reynolds, James E. George, Raphael F. Simches, Keith Dial, Roger L. Kroth, Virginia L. Brown, Libby Goodman, John E. Dewey, Harry E. Rosenberg, Edward Larsen, Deborah Murphy. Contents: 6 tape cassettes; program guide; 3 visuals which can be duplicated or made into transparencies for group use.

CHILD ABUSE AND NEGLECT: WHAT THE EDUCATOR SEES, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $14.50.

The identification of children who have been physically abused, neglected, sexually abused or emotionally maltreated. Illustrates the unique vantage point that teachers and other educators have in identifying and responding to abused and neglected children. Designed for inservice training for teachers, administrators, nurses, social workers, psychologists, counselors. Contents: filmstrip, tape cassette, discussion guide.

CIPHER IN THE SNOW, Brigham Young University, Department of Motion Picture Products, Provo, Utah 84602, 24 minutes, color, purchase price, $265.00.

This award-winning true story is of a boy no one thought was important until his sudden death one snowy morning. The film raises the question of who was responsible for the unexplained death. One teacher realizes he was among the guilty and resolves never to let it happen again. Available for rental from Southern Illinois University - Carbondale, Learning Resources Services, and free loan from the Illinois Office of Education, Media and Resources Center.

A CONFLICT OF VALUES: TEACHING INDIAN CHILDREN, *Floy Pepper, Joe Sando*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 60 minute cassette, $10.00.

CULTURAL DIVERSITY IN EDUCATION: TEACHING SPANISH SPEAKING CHILDREN, *Juan Aragon, Viola Sierra*, 60 minute cassette, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $10.00.

DANGER, Educational Activities Inc., 1937 Grand Ave. Bladwin, NY 11510, No. KDI 100 (full color filmstrips, record, guide), $19.95.

Filmstrip program alerts students to the dangers in the streets and in their homes--from plastic bags to medicine bottles, from matches to sharp objects, from electrical outlets to odd characters.

A DAY IN THE LIFE OF BONNIE CONSOLO, Arthur Barr Productions, Inc., Box 7c, Pasadena, CA 91104 (213) 979-4702, 16 MM color film, 16 minutes, purchase $250.00.

Film follows Bonnie through a typical day as she cares for her home and family. She is a most unusual women--a person born without arms--yet she leads a normal productive life. She radiates a rich philosphy that will inspire all to live life to its fullest.

EDUCATION: SPECIAL FOR THE MEXICAN AMERICAN, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 60 minute cassette, $7.00.

Focuses on bilingual education and assessment of bilingual children.

EDUCATIONAL PERSPECTIVES: TEACHING BLACK CHILDREN, *Asa Hillard, Gloria Smallwood,* Council for Exceptional Children, 1920 Association Drive Reston, VA 22091, 60 minute cassette. $10.00

EXCEPTIONAL TIMES: AN HISTORICAL PERSPECTIVE OF SPECIAL EDUCATION, *Jean Nazzaro,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, color, approximately 20 minutes, 16 MM sound/film, $150.00.

A galaxy of pioneers, innovators, and advocates are brought together in this filmed documentary of the history of special education. Teacher trainers, administrators, resource centers, and parent and advocate groups will find this an inspiring story and useful resource. Advocacy, technology, innovation, legislation, and educational policy are placed in context. History comes alive, from Gallaudet's first school to P.L. 94-142.

HELP ME TO BE ME, American Occupational Therapy Association Inc., 6000 Executive Boulevard, Rockville, MD 20852, rental, 16 MM film.

This film is about a student receiving occupational therapy. It would be appropriate for educators.

IF YOU KNEW US BETTER, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, May 1974, album guide; bibliography, $70.00.

Perspectives on education, learning styles, family, culture and social values of different cultural groups. Contents: Eight cassettes; Conference Proceedings, "Cultural Diversity and the Exceptional Child;" special topical issue on cultural diversity.

INDIAN GIFTS OF CULTURE AND DIVERSITY, *Patricia Locke, John Kito, Bertha Lowe,* 60 minute cassette, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $10.00.

LEARNING AND BEHAVIORAL PROBLEMS OF HANDICAPPED STUDENTS IN SECONDARY SCHOOL PROGRAMS, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $65.00.

The CEC Invisible College Conference concluded with programs currently being conducted in the field. The 6 cassettes are representative of the programs described.

LEARNING STAIRCASE, *L. Coughran, and M. Goff,* Learning Concepts, 2501 N. Lamar, Austin, Texas 78705, Kit: $199.95, Additional Grid Pads: 1.95, Additional Assessment Inventory Systems: $9.95, Additional Parental Report forms: $9.95.

Learning Staircase is a complete program specifically designed to enhance the development of vital classroom skills in young children (ages 3-6). Appropriate for both early childhood and special education settings, each program component promotes maximum student performance at optimum learning rates. The program includes a teacher-administered assessment inventory designed to identify and lead to the management of individual students learning strengths and weaknesses. The twenty criterion-referenced modules offer teachers a wide range of on-target instructional techniques.

POLITICS--THE NAME OF THE GAME, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 30 minute cassette, $7.00.

Frederick J. Weintraub presents some rules of political gamesmanship to assist parents, teachers, community workers and school administrators.

PRECISION TEACHING, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 25 minute tape cassette, sound/filmstrip, $20.00.

Featuring Ann Starling. An introduction to precision teaching. Demonstrates key procedures in individualizing instruction, motivating students, and helping teachers evaluate their own teaching efforts. 76 color frames.

THE PUBLIC LAW SUPPORTING MAINSTREAMING: A GUIDE FOR TEACHERS AND PARENTS, *A. Parks and M. Rousseau,* Learning Concepts, 2501 N. Lamar, Austin, Texas 78705, $5.95.

A cassette/filmstrip readers guide which is good for inservice activities. This kit is one of a series.

SPECIAL EDUCATION PLACEMENT: ISSUES AND ALTERNATIVES--A DECISION MAKING MODULE, 16 MM sound/film including one text, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, *John D. Cawley, William L. Korba, A. J. Pappanikou,*

Complete course package for preservice and inservice training introduces a decision making system dealing with placement and legal considerations: assessment, due process, labeling and categorizing, referral, evaluation and programing, parent involvement, litigation. 16 mm sound film sets the stage for study modules in accompanying manual. Self instructive, self pacing units based on the film each require completion of specific tasks. Most modules include an action component in which the learner is asked to interview teachers, administrators, parents.

SPANISH AMERICANS--LANGUAGE AND CULTURE, *Juan Aragon, Leon Marquez,* 60 minute cassette. Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $10.00.

THEY SHALL CREATE: GIFTED MINORITY CHILDREN, *Ernest Bernal, and Paul Torrance, (Eds.),* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $10.00.

Readings and comments on peotry and prose by Black and Mexican American Youth. How the Mexican American community perceives and identifies exceptional children. Overview of talent and giftedness.

TRAFFIC SAFETY SIGNS, J. A. Preston Corp, 71 Fifth Avenue, New York, NY 10003, No. PEC 4855, $44.00.

These realistically reproduced color signs are clearly printed and stand 36" high. Set includes 9 different signs.

USING THE TELEPHONE--THE "HOW TO'S" OF USING A TELEPHONE BOOK, Interpretive Education Division of Illinois Envelope Company, 400 Bryant Street, Kalamazoo, MI 49001, $18.95.

Program explains the basics and goes through the steps by using actual situations. Tailored to secondary EMR students, the set includes 1 filmstrip, 1 cassette, and a teacher's manual.

WE CAN GROW, ACI Films, Inc., 35 West 45th Street, New York, NY 10036, $160.00.

Color film shows sensory and physically handicapped children determined to learn, move, and grow. 13 minutes.

SECTION III

JOB PLACEMENT FOR THE HANDICAPPED

ARTICLES - REPORTS

THE CHALLENGE OF WELFARE DEPENDENCE TO REHABILITATION, *Joseph T. Kunce*, Journal of Employment Counseling, (7)4, pp. 151-154, December 1970. EJ030702 CG502242

The relationship of welfare status and socioeconomic status (SES) to employment outcomes following prevocational programs for mentally retarded young adults was investigated. While at least half of those clients who were either on welfare or from low SES were successful. The findings suggest the need for continual improved strategies for overcoming the vocational deficiencies of highly dependent clients.

CLIENT-CENTERED PLACEMENT REVISITED: A DIALOGUE ON PLACEMENT PHILOSOPHY, *Paul R. Salomone, William M. Usdane*, Rehabilitation Counseling Bulletin, (21)2, pp. 85-91, December 1977. EJ173212 CG513570

The authors take substantially different philosophical stances concerning placement in the rehabilitation process. Usdane believes that job placement is not given enough attention by rehabilitation counselors early in the rehabilitation process. Salomone advocates a greater emphasis on client growth and independence.

A CRITICAL VIEW OF JOB-PLACEMENT INQUIRY, *Stephen T. Murphy*, Rehabilitation Counseling Bulletin, (21)2, pp. 166-174, December 1977. EJ173221 CG513579

It is proposed that rehabilitation researchers have traditionally examined the process of job placement from a one-sided perspective. In relying solely on a positivistic research perspective, investigators have failed to develop methods of inquiry that could provide an internal view of the placement process by those people who have experienced it.

EMPLOYMENT-SEEKING PREPARATION AND ACTIVITY: AN EXPERIMENTAL JOB-PLACEMENT TRAINING MODEL FOR REHABILITATION CLIENTS, *Robert D. Keith, and others*, Rehabilitation Counseling Bulletin, (21)2, pp. 159-165, December 1977. EJ173220 CG513578

An experimental study that evaluated an innovative approach to job placement is presented. Rehabilitation clients in the experimental group were taught job-seeking behaviors on an individual and self-help basis. The percentage of the experimental group who obtained jobs was much higher than control groups.

IMPLICATIONS OF DIFFERENTIAL EMPLOYER ACCEPTANCE OF INDIVIDUALS WITH PHYSICAL, MENTAL AND SOCIAL HANDICAPS, *Lawrence C. Hartlage, and Dorothy Taraba*, Rehabilitation Research and Practice Review, (2)3, pp. 45-48, Summer 1971. EJ061537 VT503972

JOB PLACEMENT: STRATEGIES AND TECHNIQUES, *Elizabeth B. Minton*, Rehabilitation Counseling Bulletin, (21)2, pp. 141-149, December 1977. EJ173218 CG513576

With the advent of legislation on Affirmative Action in the employment of handicapped individuals, job placement is receiving increased attention. This article categorizes job placement into four phases: client development, job development, client placement, and follow-up. Practical suggestions are provided for providing services in each of these areas.

JOB SEARCH PATTERNS OF PARAPLEGICS, *Peter A. Veglahn*, Rehabilitation Counseling Bulletin, (20)2, pp. 129-136, December 1976. EJ153376 CG511798

Handicapped job applicants face at least one unique problem in their job search. Does this problem result in an atypical job search pattern? Could counselors and personnel workers improve a disabled person's chances of finding a job? This study, which reports the search patterns of paraplegics suggests answers to these questions.

OCCUPATIONAL AFFILIATION AND ATTITUDES TOWARD THE PHYSICALLY DISABLED, *Jeffrey S. Merlin, and Dwight R. Kauppi*, Rehabilitation Counseling Bulletin, (14)3, pp. 173-179, March 1973. EJ074648 CG505538

Actual appeals for help were used as stimuli to determine behavioral correlates of different attitudes toward the disabled held by persons in different occupational groups. Rates of those volunteering assistance showed students who had previous experience in contacts with disabled persons responding at a higher rate than those with no previous contacts.

PLACEMENT FOR PERSONS WITH SEVERE PHYSICAL DISABILITIES, *Roberta Housman, and Dania Smith*, Rehabilitation Counseling Bulletin, (18)4, pp. 245-251, June 1975. EJ120674 CG508865

Describes the Human Resources Center at Albertson, Long Island. Outlines the various aspects of the Center's program including the placement process, developing job seeking skills and the relations of the Center with employers and companies.

PLACEMENT: BEYOND THE OBVIOUS, *Thomas W. Flannagan*, Rehabilitation Counseling Bulletin, (21)2, pp. 116-120, December 1977. EJ173215 CG513573

This paper speaks to the counselor who is interested in refining his or her placement skills and who is ready to give up some tired attitudes and worn-out practices. Practical operating principles and genuine, tried-and-true approaches are offered.

A PLACEMENT SYSTEM DEVELOPS AND SETTLES: THE MICHIGAN MODEL, *David Molinaro*, Rehabilitation Counseling Bulletin, (21)2, pp. 121-129, December 1977. EJ173216 CG513574

This paper describes the development and implementation of a selective job placement system in the Michigan Vocational Rehabilitation agency. A number of specialized units in the system were created to facilitate both job development and job placement.

POSTEMPLOYMENT SERVICES FOR THE SEVERELY DISABLED, *Donald E. Shrey*, Rehabilitation Counseling Bulletin, (19)4, pp. 563-570, June 1976. EJ142622 CG510601

This article discusses the need for integrated and revitalized approaches to providing postemployment services for handicapped persons. Effective methods of providing postemployment services emphasizing the counselor's role as facilitator of client growth, are explored. Implications and potential effects of well-integrated and revitalized postemployment services are discussed.

A REVIEW OF RESEARCH ON JOB PLACEMENT, *Jerry J. Zadny, and Leslie F. James*, Rehabilitation Counseling Bulletin, (21)2, pp. 150-157, December 1977. EJ173219 CG513577

Recent studies concerned with training clients in job-seeking skills, together with investigations on the relative effectiveness of formal and informal job seeking methods point to a promising alternative to selective placement for clients who are capable of an independent job search.

THE ROLE OF THE PLACEMENT COUNSELOR IN REHABILITATION: HIS PROBLEMS, FEARS, AND SOLUTIONS, *William H. Diehi*, New Outlook Blind, (64)6, pp. 167-168, June 1970. EJ021127 EC501248

AUDIO-VISUALS

EVERYDAY CHAMPIONS, Illinois Bell Telephone, 225 West Randolph Street, Chicago, Illinois 60606. (312)727-3434, 20 minutes, available on free loan.

Film produced by Illinois Bell Telephone to describe the Affirmative Action Program at Bell. The film demonstrates procedures for accommodating the needs of handicapped persons on-the-job. Several Handicapped persons tell how they got hired and the assistance they received from their employer.

A FIGHTING CHANCE, Operation DIAL, 160 N. LaSalle, Room 1140, Chicago, Illinois, (312) 793-5000.

This film is designed to show the attitudes employers have toward hiring the handicapped. It points out that handicapped persons neither want nor need special favors, but want only a fighting chance to get a job.

GET IT TOGETHER, Pyramid Films, Box 1048, Santa Monica, CA 90406. 16 MM color film, 20 minutes, purchase $300, rental $35.

Jeff Minnebraker is confined to a wheelchair after an automobile accident paralyzed him from the waist down. Employed as an occupational therapist, Jeff becomes an inspiration to those he is trying to assist.

BOOKS

COMMUNITY SUPPORT, President's Committee on Employment of the handicapped, 54 pp., free. Order from: PCEH

Guidelines for community support of maximum employment for the physically handicapped.

HOW TO GET A JOB: A HANDY GUIDE FOR JOB SEEKERS, *Dr. William Fraenkel*, (President's Committee on Employment of the Handicapped), 29 pp., 1972, free.

Includes a list of more than 100 kinds of jobs and tips on where and how to find employment.

Companion document:
TEACHER'S MANUAL TO ACCOMPANY "HOW TO GET A JOB," *John D. Webster, Ed.D.*, (President's Committee on Employment of the Handicapped), 13 pp., 1972, free. Order from: PCEH

For teachers of the mentally retarded.

PLACING HANDICAPPED APPLICANTS: AN EMPLOYMENT SERVICE HANDBOOK, Department of Labor, Employment Training Administration, 73 pp., 1978, free. Order from: DOL-ETA

A step by step approach to successful job placement for handicapped persons. Includes information on use of community resources.

WORK ADJUSTMENT: A DYNAMIC REHABILITATION PROCESS, *John L. Campbell, and Richard O'Toole*, Vocational Guidance and Rehabilitation Services, Cleveland, Ohio, 2239 East 55th, Cleveland, Ohio 44103 ($2.00). EDRS price MF-$.76, HC not available from EDRS.

All major types of disabilities were represented in the Work Adjustment Program at the Cleveland Vocational Guidance and Rehabilitation Services (VGRS). During the five year project it successfully placed in competitive employment three-fourths of the 300 clients who had previously been unemployable and untrainable. The report describes the clients' problems and describes and analyzes the procedures developed for coping with these problems. The data on which the report is based are the behaviors of the clients, the counselors, and other staff members as they interact in the rehabilitation process. The two key factors in the program were the role of the work adjustment counselor and the contract workshop.

SECTION IV

CAREER EDUCATION OF THE HANDICAPPED

BOOKS

CAREER AND VOCATIONAL EDUCATION FOR THE HANDICAPPED, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437 $8.75.

Designed to assist special education teachers, guidance counselors and administrators in meeting the needs of exceptional students; also to strengthen college level courses in special education dealing with career, vocational, occupational, education, and curriculum, guidance counseling and post high school programs for the handicapped.

CAREER AWARENESS AND EXPLORATION PROGRAM, Peoria, Illinois: Peoria Public Schools, 1972. Free.

CAREER AND LIFE PLANNING, *J. Loughary and T. Pipley*, Follett Publishing Co., Chicago, IL, 180 pp., 1976. $5.95.

The book is designed as an aid to aid in decision making concerning choosing a job, changing a career, and managing your life.

CAREER DEVELOPMENT KITS, Argus Communication, 7440 Natchez Ave., Niles, IL 60648.

If You Don't Know	(Kit)	6.50
Interview Strategies	(Kit)	9.50
Meeting Yourself Halfway	(Kit)	18.50
Finding a Job You Feel Good About	(Kit)	6.00
Take the Road to Creativity	(Kit)	11.00
Taking Charge		12.50

CAREER EDUCATION: EXEMPLARY PROGRAMS FOR THE HANDICAPPED, *Thomas P. Lake, (Ed.)* 128 pp. $6.30

A discussion of six outstanding model programs dealing with career development for handicapped students.

CAREER EDUCATION MATERIALS FOR EDUCABLE RETARDED STUDENTS, Working Paper #2, 1974, Available from ERIC Document Reproduction Service, ED number 104-067, MF-$.76, HC-$3.32 plus postage. University of Missouri College of Education, Columbia, Missouri.

CAREER EDUCATION MATERIALS FOR EDUCABLE RETARDED STUDENTS, Working Paper #6, 1975, Available from ERIC Document Reproduction Service, ED number 118-890, MF-$.76, HC-$2.06 plus postage. University of Missouri, College of Education, Columbia, Missouri.

CAREER EXPLORATION AND PREPARATION FOR THE SPECIAL NEEDS LEARNER, *L. A. Phelps, and R. J. Lutz*, Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, MA 02210, 1978, 359 pp.

The book was designed to aid vocational educators adjust their classrooms to special needs students. Using a practical, straightforward approach, the authors have developed a practical aid for teachers.

CAREER GUIDANCE PRACTICES FOR DISADVANTAGED YOUTH, *J. Miller and G. Leonard*, National Vocational Guidance Association Monograph, 1974, 69 pp. Copies from: Publication Sales, American Personnel and Guidance Association, 1607 New Hamphsire Ave., N.W., Washington, D.C. 20009

The NVGA Committee on Equalization of Opportunity present their findings in this monograph. A variety of educators would find this small volume of interest, but it is most relevant to counselors.

CI-TAB (Career information and training activities for the blind, Senior High Level), Louisville, Kentucky: American Printing House for the Blind, 1976.

CONCEPT OF A WORK STUDY PROGRAM FOR HEARING IMPAIRED HIGH SCHOOL STUDENTS, *Don G. Pettingil*, Reprint available from the author. Free.

DAILY LIVING, PERSONAL-SOCIAL, AND OCCUPATIONAL SKILLS DEVELOPMENT FOR EDUCABLE RETARDED STUDENTS, Working Paper #4. Available from ERIC Document Reproduction Service. ED Number 109-839. MF-$.76, HC-$1.95 plus postage. University of Missouri College of Education, Columbia, Missouri.

INSERVICE TRAINING PROGRAM FOR CAREER AND VOCATIONAL EDUCATORS, *Betty Dean, and Marshall*, Montgomery, Alabama: Link Educational Laboratories, 1975. $75.00.

LIFE CENTERED CAREER EDUCATION--A COMPETENCY BASED APPROACH, *Donn E. Brolin, (Ed.)*, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 23091. 1978, 208 pp. $12.50

A practical curriculum and materials guide that can be used with both handicapped and nonhandicapped students in upper elementary and secondary levels. Behavioral objectives, suggested activities, and suggested personnel responsibilities for each of 102 specific competencies. The curriculum focuses on Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation. A student competency rating system helps teachers determine the level of competency achieved by each student. Easy to use forms are included that attend to all the required aspects of the IEP.

PROJECT SERVE: AN INTER-DISTRICT COOPERATIVE WORK EXPERIENCE PROGRAM FOR HANDICAPPED YOUTH, White Bear Lake, Minnesota: Project Serve, 1974. Free.

READINGS IN VOCATIONAL TRAINING FOR THE MENTALLY RETARDED, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437. $8.75.

Explains the development of new instruments for assessing pre-vocational or vocational abilities and discusses the numerous programs developed and/or conducted within the community, schools and institutions.

A SELF DIRECTED CAREER PLANNING PROGRAM FOR THE VISUALLY DISABLED, *R. Reardon*, Project Director, Tallahassee: Florida State University, 1978, 224 pp.

This report of a project funded by the Office of Education and awarded Florida State University describes the attempt to develop an effective career guidance program service for the Visually handicapped. Holland's Self-Directed Search was modified for the visually handicapped student and the career information service available at Florida State were adapted also.

TEACHER'S MANUAL: A COURSE IN CAREER DECISION-MAKING FOR SPECIAL EDUCATION. Available from ERIC Document Reproduction Service. ED number 091-560. MF-$.76, HC-$9.51 plus postage.

TRAINER'S GUIDE TO LIFE CENTERED CAREER EDUCATION, *Donn E. Brolin, Donald J. McKay, Lynda L. West*, 272 pp. The Council for Exceptional Children, 1920 Association Drive, Reston, VA 23091. $35.00.

Essential for local systems planning to implement the Life Centered Career Education Program on a full scale school-community level. Training involves parents, community service workers, and local employers, as well as school personnel. Orientation sessions, review handicapping conditions, appropriate educational programing, and Career Education. Group process techniques are taught early and practiced throughout the training sessions. After 27 hours of training participants have developed a Career Education Plan based on local resources and supported by viable management procedures. These companion publications, developed by Project PRICE, will assist all educators interested in providing a relevant curriculum to both handicapped and nonhandicapped students.

VOCATIONAL EDUCATION RESOURCE MATERIALS/HANDICAPPED AND SPECIAL EDUCATION, Madison, Wisconsin: Educational Instructional Materials Center, University of Wisconsin, 1975, $2.00.

WHAT COLOR IS YOUR PARACHUTE: A PRACTICAL MANUAL FOR JOB HUNTERS AND CAREER CHANGERS, *R. Bolles*, Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, California 94306. 1978, $5.95.

This manual or handbook is a very readable, but excellent guide for anyone in the career decision making process.

WHO'S HIRING WHO? *R. Lathrop*, Consulting Psychologists Press, Inc., 577 College Ave., Palo Alto, California 94506, 1977, 264 pp. $5.95.

An analysis of the job market and a guide to those seeking a job, this book's an excellent career decision-making aid.

ARTICLES - REPORTS

CAREER COUNSELING FOR THE HANDICAPPED, *D. Sinick*, The Personnel and Guidance Journal, (in process, December 1979).

While recognizing that all counseling has some common ground, the author notes that career counselors are frequently ill equipped to work with handicapped persons. By first expanding on developmental differences of handicapped clients, the commentary progresses to assessment technique with emphasis on nontest information, occupational information, the holistic approach and placement are also included in this article.

CAREER EDUCATION: AN EXCEPTIONAL CONCEPT FOR THE EXCEPTIONAL, *Robert M. Worthington*, presentation before the National Topical Conference on Career Education for Exceptional Children and Youth sponsored by the Council for Exceptional Children and the American Vocational Association (New Orleans, Louisiana, February 1973). EDRS price MF-$.76, HC-$1.58 plus postage. ED091584 CE001366

Career education is based on the idea that all educational experiences, curriculum instruction, and counseling should be geared to preparing each individual for a life of economic independence, personal fulfillment, and an appreciation for the dignity of work. Properly adapted, career education can increase the opportunities available for the exceptional youth and adult, as it does for all citizens.

CAREER EDUCATION FOR EXCEPTIONAL INDIVIDUALS: AN OVERVIEW, *C. Johnson*, Career Development for Exceptional Individuals, (2) pp. 12-29, Spring, 1979.

Johnson has provided a review of available materials and resources in this literature review. The major focus of the article is to examine in-service and pre-service activities and to identify areas in need of more attention. Working as project director for the grant "Development of a Training Module to Assist Regular and Special Educators in the Design and Implementation of Career Education Programs for Exceptional Students," the author relates the findings prior to the projects major task of developing inservice materials relating to career education for exceptional learners.

CAREER EDUCATION AT O.S.S.D. A STUDY OF NEEDS AND PLAN OF ACTION FOR CAREER EDUCATION AT OREGON STATE SCHOOL FOR THE DEAF, *Bruce McKinlay, and others*, Oregon State Board of Education, Salem, Special Schools Division, 141p. EDRS price MF-$.65, HC$6.58, Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 ($2.50). VT013455 ED052351 JUL70

Recognizing a need for improvement in their vocational education offerings, the administration of the program for the deaf appointed a study team representing backgrounds including education of the deaf, manpower research, public administration, and occupational analysis. This report presents their specific analysis and recommendations for a comprehensive plan for career education which will lead to higher and more diversified employment for the deaf.

CAREER EDUCATION FOR PERSONS WITH HANDICAPS, *D. Brolin, and N. Gysbers*, The Personnel and Guidance Journal, (in process, December 1979)

This article is a call for all educators, especially counselors to examine the educational process utilized in assisting the handicapped student. By first tracing history, legislation, and efforts of federal and professional organizations, the authors propose a "concept of career education that focuses on assisting individuals to develop critical life skills essential for successful living and working."

CAREER GUIDANCE AND THE DICTIONARY OF OCCUPATIONAL TITLES, *Mary Lou McEver*, Exceptional Children, (43)1, pp. 31-33, September 1976. EJ148140 EC090077

Described is the "Dictionary of Occupational Titles" (DOT), a system for classifying job information, and explained is its usefulness for handicapped students.

CAREER PLACEMENT BY WORK SAMPLING FOR THE HANDICAPPED. A RESEARCH REPORT, *Treva Honsberger, and Mark Shelley*, Simi Valley Unified School District, Simi, California. VT103499 76

The goal of the project was the placement of diversely handicapped students at the secondary level in suitable vocational programs which would lead to eventual employment. Work sampling, a vocational evaluation procedure utilizing "hands on" experiences, interest, and basic academic skills testing to assess the client's vocational potential, was the technique employed to discover aptitudes of these special students. An inservice component consisted of an initial orientation to parents, visitation of the facilities at Ventura and Camarillo, and a staffing session with teachers and evaluation staff. It was felt that work sampling was effective in most cases in delineating students' aptitudes and, to a somewhat lesser extent, their interests. Due to time limitation, the anticipated followup of placement in classes or training programs and/or additional counseling was not completed.

CAREER PLANNING WITH MILDLY RETARDED STUDENTS: A MODEL FOR SCHOOL COUNSELORS, *C. Huler*, Vocational Guidance Quarterly, (27)3, pp. 223-229, March, 1979.

This contribution presents a comprehensive career assessment model, including appropriately normed evaluation instruments, with which to gather information to assist mildly retarded students plan and prepare for future careers.

COUNSELORS MOVE OUT FROM BEHIND THEIR DESKS: THE STORY OF A WORK EXPERIENCE PROGRAM FOR THE MENTALLY RETARDED, *Robert J. Mather, and Richard O'Toole*, American Vocational Journal, (45)4, pp. 24-26, 32, April 1970. EJ018544 VT501340

FACILITATING CAREER GUIDANCE OF DEAF STUDENTS: CHALLENGES AND OPPORTUNITIES FOR COUNSELORS, *J. Lombana*, Vocational Guidance Quarterly, (27)4, pp. 350-358.

This article describes the vocational characteristics and needs of hearing impaired students. It offers practical suggestions to facilitate the career guidance of deaf students in public education.

FOCUS ON THE RELATIONSHIP OF CAREER EDUCATION TO SPECIAL EDUCATION, *Norman C. Gysbers, Ed.*, Journal of Career Education, (5) September 1978, Room 111, Education Building, University of Missouri, Columbia 65211, Subscription price: $8.00 per year, Single copies: $3.00.

This issue of the Journal of Career Education features a series of articles on the relationship of career education to special education. Mainstreaming is addressed as well as P.L. 94-142 and vocational education and other timely articles.

GUIDED VOCATIONAL CHOICE, *Mary K. Bauman*, New Outlook for the Blind, (69)8, pp. 354-360, October 1975. EJ132577 EC080657

Many visually handicapped people never have the opportunity to make an effective vocational choice either because their handicap is, or is thought to be, too limiting, or because they simply cannot picture themselves performing in different types of jobs.

THE IDIOSYNCRATIC WORK ADJUSTMENT OF THE DEAF WORKER, *Robert R. Lauritsen*, Journal of Rehabilitation of the Deaf, (5)3, pp. 11-23, January 1972. EJ050485 EC040960

Vocational adjustment of the hearing impaired worker in both job entry and job retention is examined.

IMPLICATIONS OF P.L. 94-142 FOR TRAINING AND SUPERVISION, *C. Humes II*, Counselor Education and Supervision, (Supervisors Section), December 1978, pp. 127-129.

Humes has described the need of counselor educators and supervisors initiate programs (both pre- and in-service) to prepare counselors to play key roles in implementation of P.L. 94-142.

INCREASING CAREER CENTER ACCESSABILITY FOR THE BLIND, *P. White, R. Reardon, S. Barker, and A. Carlson,* (in process, December, 1979).

In order to improve the career planning services for visually impaired persons, the career center at Florida State University developed a unique self-directed program. This paper describes strategies for making career information materials and resources more accessible to the blind.

THE INFLUENCE OF RESIDENTIAL SETTINGS ON VOCATIONAL INTERESTS OF THE MENTALLY RETARDED, *Robert A. De Csipkes, and Wayne Rowe*, Vocational Guidance Quarterly, (25)1, pp. 60-63, September 1976. EJ150001 CG511527

This study looks at whether the type of living arrangements would affect the direction and realism of vocational interest among mentally retarded adults. The 60 subjects were either institutionalized or living in the community. The community-based subjects tended to be more realistic in their vocational interests.

JOB-FINDING CLUB: A GROUP-ASSISTED PROGRAM FOR OBTAINING EMPLOYMENT, *N. H. Aznin, and others*, Rehabilitation Counseling Bulletin, (21)2, pp. 130-139, December 1977. EJ173217 CG513575

Describes a new type of program which was conducted in a group and stressed distinctive techniques as mutual-assistance among job seekers, a "buddy" system, family support, and sharing of job leads. Results indicate 90 percent of counseled job seekers obtained employment versus 55 percent of noncounseled job seekers.

JOB SEEKER'S AIDS: A SYSTEMATIC APPROACH FOR ORGANIZING EMPLOYER CONTACTS, *Richard P. Ugland*, Rehabilitation Counseling Bulletin, (21)2, pp. 107-115, December 1975. EJ173214 CG513572

Job Seeker's Aids is a step-by-step procedure that can be used by rehabilitation counselors to help clients locate and visit manufacturing, institutional, and other places of employment for the purpose of identifying and applying for job openings.

FOCUS ON THE RELATIONSHIP OF CAREER EDUCATION TO SPECIAL EDUCATION, Journal of Career Education, Special Issue, (5)1, September 1978.

Articles include:

"Career Education and Mainstreaming," *M. Reynolds*.
"Can We Go Back to the Basics in the Mainstream with Career Education for the Handicapped?" *R. Snider*.
"Beyond Traditional Career Stereotyping," *S. Davis, and F. Weintrank*.
"The Logic and the Law for Parent Participation in the Education of Handicapped Students," *A. Abeson*.
"Mainstreaming," *J. Harrison and D. Phillips*.
"P.L. 94-142 and Vocation Education: Parallel, Picture and Prophecy," *B. May and all*.

THE MAJORS OF HANDICAPPED STUDENTS AT CALIFORNIA STATE UNIVERSITY, NORTHRIDGE, *H. Murphy, and others*, College Student Journal, (12)1, pp. 26-30, Spring 1978. EJ181184 CG514486

The majors of deaf students, students with other handicaps (blind, orthopedic, health impaired), and non-handicapped students were compared. Analysis revealed deaf students tend to aspire to a career in teaching, whereas students with other handicaps tend to aspire to a career in counseling.

A MODEL FOR CAREER DEVELOPMENT THROUGH CURRICULUM, *Lorraine Hansen*, The Personnel and Guidance Journal, (51)4, pp. 243-250, 1972.

PROFESSIONAL DEVELOPMENT: RENEWAL IN CAREER GUIDANCE AND COUNSELING: RATIONALE AND PROGRAMS, *T. Hohenshil*, Counselor Education and Supervision, March 1979, pp. 199-208.

This article provides a strong rationale for renewal programs in career guidance and counseling. The rationale is based on the expressed needs of counselors, counselor educators, and supervisors, and the needs of clients, as well as on major position papers of APGA, ACES, and NVGA. The author also describes several career-counseling--oriented renewal programs (e.g. sex equity, counseling the handicapped, legistation, and administration and supervision of counseling programs).

CAREER EXPLORATION AND PREPARATION FOR THE SPECIAL NEEDS LEARNER, *L. Phelps and R. Lutz*, Allyn and Bacon, Inc., 470 Atlanta Ave., Boston, MA 02210, 1977, 359 pp.

This book is designed to assist vocational educators in teaching students with special needs. Strategies, techniques and models are offered as well as an abundance of other aids.

SECTION V

LEGISLATION CONCERNING THE HANDICAPPED

ARTICLES - REPORTS

AN INSTITUTE ON ATTITUDINAL, LEGAL, AND LEISURE BARRIERS TO THE DISABLED, *Charles W. Reeder, and Donald C. Linkowski*, Rehabilitation Counseling Bulletin, (20)1, pp. 76-79, September 1976. EJ149994 CG511520

This article describes a new Regional Rehabilitation Research Institute at George Washington University and gives a conceptual framework and some aspects of the research methodology. The theme of the Institute is "Barriers to the Disabled" Attitudinal Legal, and Leisure."

COUNSELORS ROLE IN P.L. 94-142, *C. Humes*, Guidepost, (21)2, August 10, 1978.

The APGA Government Relations Committee undertook a study of P.L. 94-142 to determine the impact of the law and regulations on the roles and functions of school counselors. Recommendations for legislative changes are included in this report published in August, 1978.

THE REHABILITATION ACT OF 1973: IMPLEMENTATION AND IMPLICATIONS, *Alice H. Randolph*, Rehabilitation Counseling Bulletin, (18)4, pp. 200-204, June 1975. EJ120669 CG508860

Presents a brief overview of the new provisions of the Act. Some suggestions for implementation and possible implications of the legislation are discussed as they relate to agencies and caseload size, counselor time per client, service provision for the severely disabled, counselor reward systems, and administrative procedures.

RIGHTS TO EQUALITY FOR DISABLED PERSONS UNDER FEDERAL AND STATE LAW, *Margaret Stapleton*, Rehabilitation Counseling Bulletin, (19)4, pp. 597-605, June 1976. EJ142526 CG510605

Legislation has mandated equal opportunity in American society for persons with handicaps, creating mechanisms for ending discrimination against them. Access to education, employment, public transportation vehicles and other facilities, and community living situations is specifically guaranteed in federal legislation. State statutes and municipal ordinances have buttressed the federally protected rights.

THE RIGHTS OF CONSUMERS OF REHABILITATION SERVICES, *John G. Cull, and Kathy F. Levinson*, Journal of Rehabilitation, (43)3, pp. 29- 32, July/August 1977. EJ163804 CE506579

Discusses some of the basic rights of clients in the rehabilitation process, which are divided into legal and professional rights. Topics discussed include the right to services, determining eligibility or ineligibility, the right to periodic review, all-pervasive rights (such as access to client-related material), and consumer involvement.

SCHOOL COUNSELORS AND P.L. 94-142, *C. Humes, II*, The School Counselor, (25)3, pp. 192-195, January, 1978.

First describing specifics of the law, Humes also discusses implications for counselors and problems which may be relevant.

SECTION 504 OF THE REHABILITATION ACT OF 1973: FACT SHEET, HEW, Office of the Secretary, Office of Civil Rights, Washington, D.C. 20201, July 1977, 9 pp.

The paper is a HEW fact sheet outlining and clarifying the legislation. Another feature includes a time table of Section 504 compliance dates.

TEACHING UNDER P.L. 94-142, *D. Newkirk-Gillespie*, Virginia Journal of Education, November, 1978, pp. 25-27.

The author has developed this writing to aid educators better understand and comply with P.L. 94-142 and the Virginia state mandates. The discussion includes the identification of handicapped, meaning of least restrictive environment, evaluation, placement, and options.

UNDERSTANDING THE GUIDELINES FOR THE REHABILITATION ACT OF 1973 ON EXPANDING AND IMPROVING SERVICES TO THE SEVERELY HANDICAPPED. THE REFERRAL PROCESS. A TRAINING AND DISCUSSION GUIDE. West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center. Sponsoring Agency: Rehabilitation Services Administration (DHEW). Washington, D.C.; West Virginia State Board of Vocational Education, Charleston, Div. of Vocational Rehabilitation. EDRS price MF-$.83, HC$3.50 plus postage. ED137599 CE010678

This training guide was developed by the West Virginia Research and Training Center staff in response to the mandate of the Rehabilitation Act of 1973 which emphasized that vocational rehabilitation caseloads must contain a large proportion of severely handicapped clients. It is designed to assist the rehabilitation staff in organizing and recording the kinds of activities, tasks and contacts necessary to establish and maintain a system of referral sources and a flow of cases, especially the cases of the severely handicapped.

AFFIRMATIVE ACTION--A NEW IMPACT, *Richard H. Deane*, Journal of Rehabilitation, (41)2, pp. 23-25, March/April, 1976. EJ113830 CE502752

Legal protection against employment discrimination is being provided for handicapped workers through the Vocational Rehabilitation Act of 1973 along with individual State laws. Successful affirmative action programs will require careful attention by rehabilitation professionals to guarantee proper utilization of the skills of the handicapped worker.

BOOKS

ANALYSIS OF P.L. 94-142, *S. J. Feldman*, National Association of State Directors of Special Education, Inc., 1201 16th St., Suite 610E, Washington, D.C. 20036, $2.50, 1979, 244pp.

Designed as a text for educators, Feldman has edited an excellent resource book for the counselor and other practitioners working with handicapped students. Writings include those of Hoyt, Brolin, McEver and dozens of others.

CHILD ABUSE AND NEGLECT: A PRIMER FOR SCHOOL PERSONNEL, *Donald F. Kline*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 53 pp. $4.00.

Overview of the litigation and legislation that has set this issue before the public. Incidence figures, legal and professional responsibilities and recognition of signs of abuse and neglect. Suggested guidelines for writing education policy and a sample reporting form included.

EDUCATION OF THE HANDICAPPED LITIGATION BROUGHT UNDER P.L. 94-142 and SECTION 504, The Education of the Handicapped Policy Project, Suite 310/1001 Connecticut Ave., N.W., Washington, D.C. 20036, 1978, 17 pp.

The intent of this publication is to identify the legal issues that have arisen as of August 1, 1978, out of the Education for All Handicapped Children's Act of 1975 (p.l. 94-142) and Section 504 of the Rehabilitation Act of 1973. Approximately 35 cases are cited.

FREE, APPROPRIATE PUBLIC EDUCATION, LAW AND IMPLEMENTATIONS, *H. Turnball, and A. Turnbull*, Denver, Colorado: Love Publishing Co., 1978, 278 pp.

Written by a husband and wife who are professionals (one a lawyer and the other a special education professor) and who are parents of a handicapped child, the text is a thorough legal review of legislation and cases dealing with the rights of the handicapped child.

GUIDE TO THE SECTION 504 SELF-EVALUATION FOR COLLEGES AND UNIVERSITIES, Office for Civil Rights, 1978, 127 pp., free.

An explanation of the general provisions under Section 504 and the self-evaluation requirements. Contains discussion of program accessibility, employment, implementation of the self-evaluation plan, student programs, activities, and services; and a directory of further technical assistance.

PEOPLE AT WORK, National Multiple Sclerosis Society, (President's Committee on Employment of the Handicapped), 16 pp., 1975, free. Order from: PCEH

Fifty profiles of working men and women with multiple sclerosis.

PREPARING FOR WORK, *Dr. William Fraenkel*, (President's Committee on Employment of the Handicapped), 17 pp., free. Order from: PCEH.

Tips on educating and training mentally retarded individuals in search of employment. Useful for teachers, guidance counselors, and job seekers.

PROGRAMS FOR THE HANDICAPPED, Office for Handicapped Individuals, HEW, Washington, D.C., 20201, DHEW Publication No. (OHD) 79-22000, Jan/Feb. 1979, #1, 20 pp.

A summary of the Rehabilitation Amendments and other legislation relevant to handicapped persons is provided in this booklet. In addition, a listing is provided of major national organizations which provide information on laws, regulations and significant litigation.

A PRIMER ON DUE PROCESS--EDUCATION DECISIONS FOR HANDICAPPED CHILDREN, *Alan R. Abeson, Nancy Bolick, Jayne Hass*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 72 pp., $4.95.

Practical information on meeting the requirements of due process of law in the identification, evaluation, and placement of handicapped children. Details the rights of children and their parents, including access to all records, the right to participate in the placement decision, and the opportunity for a hearing if they are not in agreement with the education agency's decision. A guide for administrators at all levels.

PSYCHOLOGICAL CONSULTATION: HELPING TEACHERS MEET SPECIAL NEEDS, *Clyde A. Parker, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 270 pp. $5.00.

Services and practices which help special and regular teachers, principals and support professionals work together in mainstreaming exceptional children. Models of consultation describe practice and theory.

PUBLIC LAW 94-142 and SECTION 504 - UNDERSTANDING WHAT THEY ARE AND ARE NOT, *J. Ballard*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 13 pp.

A concise explanation of Section 504, the publication should provide a handy reference to educators.

PUBLIC POLICY AND THE EDUCATION OF EXCEPTIONAL CHILDREN, *Frederick J. Weintraub, Alan R. Abeson, Joseph Ballard, Martin L. Lavor, (Ed.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 288 pp. $14.25.

Complete resource for better understanding of public policies for exceptional children and the know how to effect necessary changes. Designed to assist implementation of programs in light of both state mandates and Public Law 94-142. Children's rights, state federal policy, avenues for change, understanding the political process, professional rights and responsibilities. Guidelines for administrators, teachers, parents, policy makers at all levels. A text for preservice and inservice training.

RECRUITMENT, ADMISSIONS AND HANDICAPPED STUDENTS: A GUIDE FOR COMPLIANCE WITH SECTION 504 OF THE REHABILITATION ACT OF 1973, *Martha R. Redden, Cricket Levering, Diane DiQuinzio*, Office for Civil Rights, April 1978, free.

Focuses on how 504 legislation affects the recruitment and admissions policies and practices of colleges and universities across the nation.

THE REHABILITATION ACT: AN ANALYSIS OF THE SECTION 504 REGULATION AND ITS IMPLICATIONS FOR STATE AND LOCAL EDUCATION AGENCIES, Pattinger and Company Consultants, Washington, D.C. National Association of State Directors of Special Education, Inc., 1201 16th St., N.W., Suite 610E, Washington, D.C. 20036 (202) 833-4193, $2.50 (prepaid), 12 pp.

An overview of the Section 504 regulation of the 1973 Rehabilitation Act, with section-by-section analysis of the implications of these regulations for state and local educational agencies to assist in complying with Section 504.

SPECIAL EDUCATION ADMINISTRATIVE POLICIES MANUAL, *Scottie Torres Higgins*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, $27.50.

The result of a 3 year field-based research project, this document contains actual policy language for uses by educational agencies involved in improving or creating special education policies. The policies presented reflect the requirements of P.L. 94-142 and Section 504 regulations concerning discrimination against the handicapped. Policies are categorized into 12 content areas: Right to

Education: Population; Identification; Evaluation; Placement Service Delivery; Facilities and Transportation; Administration; Governance; Personnel; Confidentiality and Student Records; Medication; Due Process. Various sample forms for use in implementation are included.

VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS--A GUIDE FOR POLICY DEVELOPMENT, *Sharon Davis, and Michael Ward,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 96 pp. $6.00

Policy development guidelines outline elements of good practice, and review public laws and relevant issues in light of regulations accompanying P.L. 94-142. Recommended policies and procedures on identification of students; vocational assessment; individualized education programs; program placement; service delivery. Four sections focus on administrative concerns: planning and administration; facilities and equipment; personnel; and fiscal management.

AUDIO-VISUALS

P.L. 94-142, THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975, *Joseph Ballard, Jean N. Nazzaro, Frederick J. Weintraub,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, $50.00.

A multimedia package developed to help educators and parents understand the many facets of P.L. 94-142. Contents include three captioned filmstrips and three audio cassettes. A copy of the law a question and answer document, and a printed copy of the script for each filmstrip are also included. Each script has a table of contents highlighting the issues presented on the accompanying filmstrip. Portions of the law on which the narrative is based are reproduced in the printed copy of the script. Other laws and suggested resources are referenced to help the presenter locate relevant material for expanded discussion.

P.L. 94-142 IMPLEMENTING PROCEDURAL SAFEGUARDS--A GUIDE FOR SCHOOLS AND PARENTS, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, $90.00.

A multimedia how to package focusing on due process aspects as they pertain to P.L. 94-142 regarding the rights and protection of educators, parents, and their children. An overview filmstrip is directed to parents of handicapped children. Two other filmstrips designed for school personnel deal with Identification, Evaluation and Placement, and Hearings, Produced by CEC in conjunction with The Children's Television Workshop. Contents: three sound-filmstrips; three audio cassettes; discussion guide; dittomasters providing a synopsis for duplication.

THE RIGHT TO EDUCATION, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, $10.00.

Thomas K. Gilhool presents overview of litigation relevant to education and rights of the handicapped to receive appropriate training. Approximately 60 minute cassette.

SECTION VI

COUNSELING FAMILIES OF THE HANDICAPPED

ARTICLES - REPORTS

EARLY INTERVENTION: A GUIDANCE PROGRAM FOR PARENTS OF HANDICAPPED CHILDREN, *Heather A. Hewitt*, Exceptional Child, (24)1, pp. 12-17, March 1977. EJ175764 EC102612

The Parent Guidance Program conducted at the Monnington Early Childhood Development Center (Victoria, Australia) provides guidance, education, and psychological counseling to parents of preschool handicapped children.

EFFECTS OF AN EDUCATIONAL PROGRAM FOR PARENTS OF RETARDED CHILDREN, *Grace J. Warfield*, Jan. 1975 149p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, Yeshiva University, EDRS price MF-$.76, HC-$6.97 plus postage. ED105686 EC072313

Examined were the effects of an educational program for 61 mothers of elementary school aged retarded children. The Sheltering Arms Parent Interview Schedule was used to elicit responses about the specific program and its recalled influences on the mothers' personal lives: the program's effectiveness in easing family problems, and the degree to which the information and services were generalized to other social and community situations.

FAMILY THERAPY WITH THE LEARNING DISABLED CHILD AND HIS/HER FAMILY, *Florence W. Kaslow, and Bernard Cooper*, Journal of Marriage and Family Counseling. (4)1, pp. 41-48, January 1978. EJ175268 CG513667

In this paper the rationale for, and potency of, concurrent parent child treatment or ongoing family therapy when one member has a learning handicap are discussed. Family functioning and the impact of the disability on the family's dynamics are assessed, particular interventions delineated, and a case cited illustratively.

THE HEARING IMPAIRED PRE-SCHOOLER: A FAMILY RESPONSIBILITY, *Daniel Ling*, Hearing and Speech News, (39)5, pp. 8-13, September/October 1971. EJ045977 RE503285

A CHILD HAS A HEARING LOSS: REPORTING THE DIAGNOSIS OF HANDICAPS IN CHILDREN AND ITS IMPACT ON PARENTS, *L. Brian Hersch, and Carol Amon*, American Annals of the Deaf, (120)6, pp. 568-571, December 1975. EJ132616 EC080724

EMOTIONAL ASPECTS OF HEAD TRAUMA IN CHILDREN, *Janice E. Cunning*, Rehabilitation Literature, (37)11/12, pp. 335-339, November/December 1976. EJ158867 EC091465

Recounted are results of studies on emotional aspects of head injury to children, with emphasis on parental reactions.

HOMEMAKER-HOME HEALTH AIDE SERVICES FOR HANDICAPPED CHILDREN, *Patricia W. Koyka*, Child Welfare, (55)4, pp. 241-251, April 1976. EJ141695 PS504863

The benefits of home care for the severely handicapped child and his family are discussed. The Homemaker-Home Health Aide Service has been successfully adapted to fulfill the needs of these families.

MEMO TO DAY CARE STAFF: HELPING CHILDREN WITH MINIMAL BRAIN DYSFUNCTION, *Diane K. Shrier*, Child Welfare, (54)2, pp. 39-96, February 1975. EJ111424 PS503812

Presents the emotional factors related to the learning disabilities of children with minimal brain dysfunction and offers suggestions to aid the day care worker in counseling the parents of such children.

A MODELING APPROACH TO CHANGING PARENT-CHILD INTERACTIONS, *Sue Seitz, and Leif Terdal*, Mental Retardation, (10)3, pp. 39-43, June 1972. EJ059070 EC041992

A paradigm wherein a mother was reinforced for observing and modeling her child's therapist produced significant changes in a maladaptive parent-child interaction pattern.

ON PARENT EDUCATION, *David Luterman*, Volta Review, (75)8, pp. 504-508, November 1973. EJ089524 EC060282

To be successful, parent education must be a major commitment and not just an appendage of a child-centered program for hearing impaired children.

PARENTING AND THE EXCEPTIONAL CHILD, *Allison Rossett*, (includes 45 transparencies), Capitol Region Education Council, Bloomfield, CT, October 1975, 144p. Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/DE), Washington, D.C. EDRS price MF-$.83, HC-$7.35 plus postage. ED125223 EC090491

The trainer's manual and the 45 associated transparencies are intended for use with small groups of parents of handicapped children. Introductory sections provide information on the evolution of the program, the nature of the program, program goals, utilization of the program, sequencing the visuals, and increasing parent involvement.

PARENT INVOLVEMENT PROJECT, *M. Yura, M. Betz, L. Zuckerman, and S. Newman*, The Personnel and Guidance Journal, (in process, December 1979).

This article describes the Parent Involvement Project, which was designed to provide assistance to parents of exceptional children in Greensburg, PA. The overall program is discussed as well as the format for eight specific parent sessions.

PARENT OUTREACH, *Jeff Bassin, Diane Drovetta*, Exceptional Parent, (6)3, pp. 6-9, June 1976. EJ144770 EC082645

The Parent Outreach Program was initiated to link parents who are already raising children with disabilities with new parents of disabled children.

THE PARENT PROGRAM, Austin Independent School District, Texas, 1976, 36p. Sponsoring Agency: Office of Education (DHEW), Washington, D.C. EDRS price MF-$.83, HC-$2.06 plus postage. ED144280 EC102216

The parent component of the Austin Early Childhood Special Education Program is described. Goals of the program are seen to include providing parents with emotional support, knowledge, and skill development. Intake, needs assessment, counseling, home visits, parent conferences, and training workshops for parents are considered. Nearly half of the document is composed of eight appendixes, including a parent handbook, a needs assessment for parents, and a parent contact form.

PROJECT TELEPAC: THE TELEPHONE AS AN INSTRUCTIONAL COMMUNICATION DEVICE FOR PARENTS OF HANDICAPPED CHILDREN AND YOUTH, *Forest J. C. Hertlein*, Utah State University, Logan, Exceptional Child Center. Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976). Bureau of Education for the Handicapped, Washington, D.C. EDRS price MF-$.83 HC-$1.67 plus postage. ED122550 EC082928

Project TELEPAC utilized the telephone to provide access to professional skills by parents of handicapped children located throughout Utah and the loan of self instructional packages designed to teach self help and academic skills. Parents called the center on a toll free number and reported satisfaction with the project. Staff members used the system to evaluate the instructional packages. A telephone based delivery system is appropriate for areas that face problems such as limited availability of professionals and limitations imposed by time and distance.

THE SHOPPING BEHAVIOR OF PARENTS OF MENTALLY RETARDED CHILDREN: THE PROFESSIONAL PERSON'S ROLE, *Kathryn A. Anderson*, Mental Retardation, (9)4, pp. 3-5, August 1971. EJ044310 EC033149

Discussed is the role of the professional in preventing or stopping diagnostic and therapeutic shopping (repeated visits to the same or different professionals without resolution of a resolvable problem), with emphasis on the initial informing interview.

SUMMER PROGRAM FOR PARENTS OF MENTALLY RETARDED CHILDREN, *Jana R. Haley, and Norman E. Bowers*, Education and Training of the Mentally Retarded, (12)1, pp. 62-64, February 1977. EJ162422 EC093093

TEAM INTERPRETATION OF MR TO PARENTS, *Sam B. Morgan*, Mental Retardation, (11)3, pp. 10-13, June 1973. EJ081355 EC051984

Offered are suggestions for more effective interpretation of mental retardation to parents for trainees and professionals doing team evaluations in interdisciplinary settings.

WHO WILL CARE FOR TONY? Exceptional Parent, (5)2, pp. 31-36, March/April 1975, EJ122593 EC072806

Presented is a case history of a family with a retarded adult and an aging father.

WORKING WITH PARENTS OF HANDICAPPED CHILDREN, Southwest Educational Development Lab., Austin, Texas. Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/DE), Washington, D.C. Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 ($3.25, publication number 132). ED121021 EC082553

The manual covers methods for teachers to help parents understand and deal with their handicapped children and provides suggestions for improving parent-teacher meetings. Sections address the following topics: understanding parents' feelings and dealing with such special situations as referral for further tests and suspected child abuse; understanding one's own feelings in relating to parents; preparing for and conducting parent interviews, meetings, and home visits; and following up with classroom observation and home instruction. Three appendixes contain a list of 24 organizations and information sources, a bibliography of approximately 50 references, and interview suggestions and sample forms.

A VITAL SERVICE FOR PARENTS OF MENTALLY HANDICAPPED CHILDREN, *Zelda Gorlick*, Deficience Mentale/Mental Retardation, (27)2, pp. 28-29, April 1977. EJ164310 EC093065

Available from: Canadian Association for the Mentally Retarded Kinsmen National Institute on Mental Retardation Building, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada.

Described is Pilot Parents, a support service for parents who have recently learned that their child is mentally handicapped.

BOOKS

GETTING SCHOOLS INVOLVED WITH PARENTS, *Roger L. Kroth and Geraldine T. Scholl,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 69 pp. $5.00.

Helpful suggestions for launching parent education programs and for expanding programs already in progress. How to implement service models in different settings, exemplary parent involvement programs, how to measure the effectiveness of such programs. The book covers federal legislation supporting parent involvement. Includes list of organizations and agencies concerned with exceptional persons. A valuable resource for parent, administrator, teacher, teacher trainer, and staff developer.

WORKING WITH PARENTS OF HANDICAPPED CHILDREN, *Joyce Evans,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 46 pp. $3.50.

Designed to help teachers understand and work with parents of young children with disabilities. Ideas on how to prepare and conduct meetings with parents, and to help parents to observe in the classroom and supplement activities at home. Information sources, bibliographies. Prototype forms for parent interviews.

WORKING WITH PARENTS OF HANDICAPPED CHILDREN - SPANISH LANGUAGE VERSION. Trabanjondo Con Los Padres De Ninos Con Impedimentos, 1976, 46 pp. $3.50. Council for Exceptional Children.

YOUR GIFTED CHILD AND YOU, *Felice Kaufmann,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 44 pp. $4.50.

A book for parents who think their child is gifted or who are surprised to find out their child is gifted. Suggests things to do to foster creativity and ways to help children develop their interest. Describes ways in which parents can organize to promote programs in schools and communities.

SECTION VII

ORGANIZATIONS, MULTI-MEDIA, AND OTHER AIDS

NATIONAL ORGANIZATIONS

ACCENT ON INFORMATION, P. O. Box 700, Bloomington, IL, 61701, (309) 378-4213. Information Specialist.

A computerized information system whose data base includes materials on medical aspects of disabilities; psychosocial factors related to disability; vocational guidance and job placement; and especially, assistive devices and equipment; also "how-to" information for persons with all types of physical disabilities. A search fee is usually charged.

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF, INC., 3417 Volta Place, N. W. Washington, DC, 20007, (202) 337-5220.

An organization which advocates improved educational programs for hearing impaired children, including the maximum opportunity for them to learn to speak, to use their residual hearing, and to integrate into the educational and vocational mainstream.

Provides information on hearing impairments through the many books and pamphlets it distributes on topics such as speechreading, auditory training, hearing aids, speech. Publishes the journal Volta Review and World Traveler, a high-interest, low-vocabulary magazine with photographs, designed to improve language and reading skills.

Operates the Volta Bureau Library, a large collection of materials on deafness. Nonmembers may use the library, but only members may borrow some publications by mail.

Advises state, district, and local school boards, administrators, and teachers. Conducts inservice workshops for personnel working with hearing impaired individuals.

Assists parents in locating appropriate educational programs for their children.

Offers scholarships to students for post-secondary study.

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION, 1201 16th Street, N. W. Washington, DC, 20036, (202) 833-5547. Consultant, Programs for the Handicapped or Director of Public Information.

Emphasis is in areas of health, physical education, recreation, sports, dance, safety, camping, outdoor education, and aquatics for persons with all types of disabilities.

Maintains library and resource center containing periodicals, program descriptions, bibliographies, curriculum bulletins, and other materials in areas emphasized. Publishes pertinent materials.

Offers consultation to state and local agencies. Conducts workshops and inservice training institutes relative to physical education for disabled persons and mainstreaming of disabled persons into regular physical education and community recreation program.

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, 1511 K Street, N.W., Suite 637, Washington, DC, 20025, (202) 347-1559. Executive Director.

Provides information, through both its national office and local chapters, about psychosexual factors related to blindness; job placement; aids and equipment; and agencies to which visually impaired persons can be referred for career-related services and also for personal counseling.

Provides consultation to guidance personnel on a limited basis; some consultation regarding architectural barrier removal, job placement, and advocacy for legal rights.

AMERICAN CANCER SOCIETY, INC., 777 Third Avenue, New York, NY, 10017, (212) 371-2900.

Local units provide information about medical facts of cancer and about the availability of community medical and social resources.

Offer counseling for the emotional, economic, and physical problems often imposed by cancer (including ostomies).

Other services include loan of supplies and equipment and transportation for medical treatment.

AMERICAN COUNCIL OF THE BLIND, INC., 501 North Douglas Avenue, Oklahoma City, OK, 73106, (405) 232-4644.

A nationwide advocacy organization, comprised primarily of blind individuals. Has state affiliates.

Provides information, through its national office, regarding agencies to which blind persons can be referred for personal counseling.

AMERICAN DIABETES ASSOCIATION, INC., 1 West 48th Street, New York, NY, 10020, (212) 541-4310.

An organization of professionals and other concerned persons. State and local affiliates provide direct services, especially those which assist diabetic persons in managing their lives through information and understanding of diabetes. Some affiliates operate camps for diabetic youth and have other youth-oriented programs. (See State Resources listings for addresses and services of numerous state affiliates.)

Publishes many materials for professionals and for diabetic persons and their families, including information on diet and cooking, careers and employment, medical and psychosocial factors, as well as a bimonthly magazine, Diabetes Forecast.

AMERICAN FOUNDATION FOR THE BLIND, 15 West 16th Street, New York, NY, 1001, (212) 924-0420.

An organization which offers a variety of services both for visually impaired persons and their families and for professionals.

Provides information on many topics, including psychosocial factors related to blindness, vocational guidance, job placement, and aids and equipment.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC., 6000 Executive Boulevard, Rockville, MD, 20852, (301) 770-2200.

A professional organization with state chapters. If counselors have students who might benefit from occupational therapy, counselors can contact state chapters to arrange consultation.

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION, 1607 New Hampshire Avenue, N. W. Washington, DC, 20009, (202) 483-4633.

A membership organization with several divisions, including American Rehabilitation Counseling Association, American School Counselor Association, and National Vocational Guidance Association. Has state and local chapters.

Publishes and disseminates several periodicals (including an official journal of each division) and numerous books, pamphlets, films, and cassettes on counseling issues, e.g., counseling approaches, careers and career guidance.

Conducts professional development workshops.

AMERICAN PHYSICAL THERAPY ASSOCIATION, 1156 15th Street, N. W., Suite 500, Washington, DC, 20005. (202) 466-2070. Department of Educational Affairs.

Services offered primarily to persons with neuromuscular/orthopedic, visual, and cardiopulmonary disabilities.

Involved in the provision of physical therapy services within school settings. Offers consultation to educational personnel.

State and local chapters provide information on medical aspects of various disabilities; aids, appliances, and equipment; and the availability of physical therapy services.

AMERICAN PRINTING HOUSE FOR THE BLIND, p. O. Box 6085, 1839 Frankfort Avenue, Louisville, KY, 40206, (502) 895-2405.

Produces and distributes in braille, large type, and/or recorded formats: fiction and nonfiction books, textbooks, tests, magazines, and music. Also sells educational aids (e.g., relief maps and biological models) and equipment (e.g., braillewriters and braille slates). Catalogs and brochures, which include prices, are available.

Central catalog is also available at other locations, such as Regional Libraries for the Blind and Physically Handicapped and State Departments of Education. Responds to requests for information about specific educational materials. Maintains a mailing list to keep educational personnel informed about available materials.

AMERICAN PUBLIC HEALTH ASSOCIATION, 1015 18th Street, N. W. Washington, DC, 20036, (202) 467-5000.

A membership organization which publishes periodicals, books, reports, and other materials on various topics, including communicable diseases, health programming, current health issues.

AMERICAN SPEECH AND HEARING ASSOCIATION, 9030 Old Georgetown Road, Washington, DC, 20014, (301) 530-3400.

A scientific and professional organization devoted to encouraging study of human communication and its disorders and to fostering improvement of clinical services to individuals with these disorders.

Publishes several journals and a pamphlet entitled A reference list: Speech, language and hearing, which suggests reading materials for parents, educational personnel, and handicapped individuals.

ARCHITECTUAL AND TRANSPORTATION BARRIERS COMPLIANCE BOARD, Mary E. Switzer Building, Rm. 1010, 330 C Street, S. W. Washington, DC, 20201, (202) 245-1591.

Created by Congress primarily to ensure compliance with standards prescribed under federal laws which require that all buildings and facilities owned, occupied, or financed (wholly or in part) by the U. S. government be accessible to and usable by physically handicapped persons.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES, 5225 Grace Street, Pittsburgh, PA, 15236, (412) 881-1191. Executive Secretary.

A federated organization of state and local affiliates whose membership includes parents, professionals, and concerned citizens.

Resource Center at the national office sells books, reports, pamphlets, instructional materials on a wide variety of related topics, e.g., medical facts regarding learning disabilities, vocational guidance. (Some information available from state and local affiliates also.) Films available for rental include a few which focus on learning disabled adolescents.

ASSOCIATION FOR EDUCATION OF THE VISUALLY HANDICAPPED, 919 Walnut Street, Philadelphia, PA, 19107, (215) 923-7555.

A professional association for persons who work with visually impaired children. Some local chapters.

Attempts to provide reference and informational material to educators, parents, and other interested persons.

B'nai B'rith Career and Counseling Services, Counselor's Information Service. One year subscription, $9.00.

BOY SCOUTS OF AMERICA -- SCOUTING/USA, National Council, Route 1, North Brunswick, NJ, 08902, (201) 249-6000. Educational Service Relationship Division.

Participation in scouting is open to youths with almost all types of disabilities -- visual, hearing, neuromuscular, orthopedic, etc. Scouting materials are available in braille, large type, cassette, and tape.

BUREAU OF EDUCATION FOR THE HANDICAPPED, Bureau of Education for the Handicapped, 17 pp., 1978, free.

In-depth description of the Bureau and its five major divisions: Assistance to States, Innovation and Development, Personnel Preparation, Media Services, and the Office of Gifted and Talented.

Order from: BEH

CENTER ON HUMAN POLICY, 216 Ostrom Avenue, Syracuse, NY, 13210, (315) 423-3851. Director.

An advocacy organization involved in the national movement to ensure the rights of people with special needs. Committed to fundamental social change in the areas of education, vocational and rehabilitative programming, and residential services for people with disabilities.

All types of disabilities are within its scope.

Provides information about vocational guidance; job placement; aids, appliances, and equipment; and legal rights; especially regarding education.

CLOSER LOOK -- NATIONAL INFORMATION CENTER FOR THE HANDICAPPED, Box 1492, Washington, DC, 20013, (202) 833-4160.

Offers practical advice on how to find educational programs and other kinds of special services for handicapped children and youth. Information services are designed especially for parents but are available to professionals on a limited basis.

Responds to requests from parents with information packets that include backround pamphlets on handicapping conditions, suggested steps to take to locate services, facts about laws affecting handicapped persons, lists of helpful organizations, and suggested reading. (Parents requesting information should provide facts about handicapping condition, age, school situation, and the type of assistance they are seeking so that responses can be pertinent and as individualized as necessary.)

COUNCIL FOR EXCEPTIONAL CHILDREN, 1920 Association Drive, Reston, VA, 22091, (703) 629-3660, (800) 336-3728.

An organization with local and state chapters as well as an active national office. In addition to general membership, there are several divisions for persons interested in particular aspects of special education, such as educational diagnostic services, communication disorders, visual handicaps. Most CEC services are available to both members and nonmembers.

Publishes a variety of educational materials in both print an non-print media. Currently this includes materials on P. L. 94-142 (Education For All Handicapped Children Act), mainstreaming, nondiscriminatory testing, career education. Also issues periodicals.

Remains abreast of pertinent national and state legislative and judicial developments and can so inform interested persons.

CYSTIC FIBROSIS FOUNDATION, 3379 Peachtree Road, N. E., Atlanta, GA, 30326, (404) 262-1100.

An organization with local chapters. Concerned with cystic fibrosis, asthma with lung damage, chronic bronchitis, and other lung diseases, as well as related digestive system disorders.

Operates more than 100 medical centers throughout the U. S. which provide diagnosis and treatment.

Provides information about medical and psychosocial aspects of the disability, counseling, career guidance, and aids and equipment available locally.

DISABILITY RIGHTS CENTER, 1346 Connecticut Avenue, N. W., Suite 1124 Washington, DC, 20036, (202) 233-3304.

Persons with all types of disabilities can receive information about their legal rights, especially in relation to Section 501 (affirmative action in federal employment) of the Rehabilitation Act of 1973.

EPILEPSY FOUNDATION OF AMERICA, 1828 L Street, N. W., Suite 406, Washington, DC, 20036, (202) 293-2930. Advocacy and Client Referral.

Provides information on many issues, e.g., medication, legal rights, employment; also refers inquirers to their nearest state affiliate and to other resources.

Publishes many materials for epileptic persons and their families and for professionals, including information on the medical and psychosocial factors related to seizures. Has compiled a package of materials specially designed for use in schools: Epilepsy school alert kit. A film is also available on a rental basis.

GALLAUDET COLLEGE, 7th and Florida Avenue, N. E., Washington, DC, 20002, (202) 447-0475. Public Service Programs.

Public Service Programs was established to extend the resources of Gallaudet to deaf persons and professionals working with deaf persons throughout the U. S.

Conducts workshops and conferences for parents and/or educational personnel on family life, sign vocabulary for technical-vocational instruction, day-class programs, etc. Offers community leadership training to deaf adults.

Distributes publications to deaf young adults to help them better understand deafness and hearing.

Attempts to respond to all inquiries relative to deafness.

Also, Gallaudet College Bookstore (same address, phone 447-0556) stocks numerous books and visual aids for learning sign language, as well as literature by and about deaf persons. (Catalog and mail orders available.)

HUMAN GROWTH FOUNDATION, Maryland Academy of Science Building, 601 Light Street, Baltimore, MD, 21230.

Concerned with short stature and dwarfism. Has local chapters.

Information about medical and psychosocial factors relevant to severe growth problems is available at both the national and local levels to parents, physicians, and other concerned persons.

INTERNATIONAL ASSOCIATION OF PARENTS OF THE DEAF, INC., 814 Thayer Avenue, Silver Spring, MD, 20910, (301) 585-5400.

A membership organization of parents and interested friends.

Issues a number of publications for deaf adolescents and parents, including sign language materials.

Provides information on instructional materials; attempts to refer parents to appropriate agencies.

INTERNATIONAL REHABILITATION FILM REVIEW LIBRARY, 20 West 40th Street, New York, NY, 10018, (212) 869-0460.

Reviews and selects rehabilitation films made outside the U. S. and makes them available for a nominal rental fee to interested organizations and groups in this country. Films focus on many types of disabilities (e.g., blindness, cerebral palsy, amputation, spina bifida) and topics (e.g., aids to daily living, recreation and sports, sexuality, employment).

Catalog and periodic supplements are available free and give a synopsis and reviewers' comments of each film listed.

JUNIOR NATIONAL ASSOCIATION OF THE DEAF, Gallaudet College, 7th and Florida Avenue, N. E., Washington, DC, 20002, (202) 447-0741.

Youth section of the National Association of the Deaf (although it operates independently). Membership is open to all secondary and college students, ages 14-21; students with hearing impairments and language disorders resulting from deafness, as well as hearing students who can communicate manually, are welcome. Encourages members to develop their individual potential through contribution to school and community.

Has chapters in many schools and programs for deaf students.

Disseminates information in the following areas: 1) education, including formal education of deaf youth and education of personnel working with them; 2) employment, including placement, vocational rehabilitation and training, rights, hiring regulations, and special needs of the deaf employee; and employment of personnel working with the deaf; 3) psychosocial services; and 4) recreation/physical education. Fees are charged for some bibliographies, abstracts, and indexes.

LIBRARY OF CONGRESS, Division for the Blind and Physically Handicapped, 1291 Taylor Street, N. W., Washington, DC, 20542, (202) 882-5500. Reference Section.

Administers a free national library service providing braille, large type, and recorded materials for children and adults unable to read or use standard print because of visual or other physical limitations (e.g., paralysis, lack of muscle coordination, prolonged weakness).

Distributes books, such as bestsellers, "how-to" publications, and magazines through a network of Regional and Subregional Libraries throughout the U. S. (See State Resources listings for locations of Regional Libraries.)

MAINSTREAM, INC., 1200 15th Street, N. W., Washington, DC, 20005, (202) 833-1136.

An organization established to assist in the mainstreaming of disabled persons in education, employment, and other areas.

Developing multi-media presentations for educators, parents, disabled children and their nondisabled peers to increase awareness of issues and deal with concerns of each group.

MATERIALS DEVELOPMENT CENTER, Stout Vocational Rehabilitation Institute, University of Wisconsin - Stout, Menomonie, WI, 54751, (715) 232-1342. MDC Information Service.

National central source for the collection, development, and dissemination of materials and information on vocational evaluation and work adjustment. Provides information services to professionals working with persons with all types of disabilities.

Publications, sound-slides, filmstrips, cassettes, and films, as well as manuals for developing work samples, are available. Some information on personal adjustment counseling is also available.

MENTAL HEALTH ASSOCIATION, 1800 North Kent Street, Arlington, VA, 22209, (703) 528-6405. Information Services.

Provides information about various aspects of mental illness.

State and local chapters can refer persons to agencies for personal counseling.

State and local chapters offer consultation to educational personnel.

MUSCULAR DYSTROPHY ASSOCIATION, INC., 810 7th Avenue, New York, NY, 10019, (212) 586-0808. Director of Patient and Community Services.

A voluntary health agency of science professionals and concerned citizens created to combat neuromuscular diseases, including muscular dystrophy, myositis, juvenile progressive spinal muscular atrophy, and Friedreich's ataxia.

Has established out-patient clincs throughout the U. S. to provide diagnosis, treatment, counseling, follow-up care. Genetic counseling is usually available.

NATIONAL AMPUTATION FOUNDATION, INC., 12-45 150th Street, Whitestone,
NY, 11357, (212) 767-0596. Executive Secretary.

Provides personal and vocational counseling for amputees, as well as making referrals to other agencies which offer these services.

Offers job placement services; aids and equipment; legal advocacy; and transportation.

Supplies information about medical and psychosocial factors related to the loss of a limb; vocational guidance and job placement; and aids and equipment.

NATIONAL ARTS AND THE HANDICAPPED INFORMATION SERVICE, Box 2040,
Grand Central Station, New York, NY, 10017, (212) 751-6214.

Provides information that can be used to make arts programs and facilities more available to persons with all types of disabilities. Information packets cover a variety of topics.

NATIONAL ASSOCIATION FOR HEARING AND SPEECH ACTION, 814 Thayer Avenue,
Silver Spring, MD, 20910, (301) 588-5242.

National headquarters and which member organizations (hearing and speech agencies) offer services which include: hearing tests, speech-reading instruction, auditory training, hearing aid consultation, vocational guidance, and recreational programs for social adjustment.

Assists in organizing community services for hard of hearing persons.

Conducts an educational program regarding hearing problems and good hearing health practices.

NATIONAL ASSOCIATION OF THE DEAF, 814 Thayer Avenue, Silver Spring,
MD, 20910, (301) 587-1788. Public Information Officer.

A consumer organization with affiliated state associations, dedicated to protecting and defending the rights of deaf people. Membership includes deaf individuals and their families, professionals, and other concerned persons.

NATIONAL ASSOCIATION FOR VISUALLY HANDICAPPED, 305 East 24th Street,
17-C, New York, NY, 10010, (212) 889-3141.

An organization concerned with partially sighted children and adults.

Distributes books, including texts, in large type to persons unable to use conventional reading materials.

Makes referrals to agencies for vocational and personal counseling.

Offers social and recreational programs.

NATIONAL ASSOCIATION OF THE PHYSICALLY HANDICAPPED, INC., 76 Elm Street, London, OH, 43140.

A membership organization of physically handicapped persons: 16 years old and over. An independent, self-help action group with local chapters. Purpose is to improve the social, economic, and physical welfare of all physically handicapped persons.

NATIONAL BLINDNESS INFORMATION CENTER, Dupont Circle Building, Suite 212, 1346 Connecticut Avenue, N. W. (202) 785-2974, (800) 424-9770.

An information and referral service of the National Federation of the Blind. Provides general information about blindness and refers persons requesting specific services to appropriate state and local agencies and organizations.

NATIONAL BRAILLE ASSOCIATION, INC., 85 Godwin Avenue, Midland Park, NJ, 07432, (201) 447-1484.

Operates Braille Book Bank which provides thermoform copies of college-level texts and career-related books (e.g., computer programming materials). Does not serve high school students but is mentioned here so that counselors can inform their college- and career-bound blind students about the existence of this service.

One exception where high school students might be served is music braille. If students need music materials unavailable elsewhere, copies might be provided.

NATIONAL CENTER FOR A BARRIER FREE ENVIRONMENT, 8401 Connecticut Avenue, N. W., Washington, DC, 20015, (703) 620-2731.

Established to coordinate a national effort to eliminate architectural barriers for all disabled persons.

Provides information on developing an environment free of barriers through its bimonthly Report and through its clearinghouse, which offers materials on all aspects of barrier free design to professionals, disabled persons, employers, and other interested and concerned persons.

NATIONAL CENTER FOR LAW AND THE DEAF, 7th and Florida Avenue, N. E., Washington, DC, 20002, (202) 447-0445. Voice/TTY.

Established to develop and provide legal representation, services, and information to the deaf community.

Acts as legal advocate in actions against unfair and discriminatory practices concerning e.g., jobs, qualified interpreters at legal proceedings, TV captioning.

Conducts educational workshops for deaf persons on their legal rights. Has speakers available.

NATIONAL CENTER FOR LAW AND THE HANDICAPPED, INC., 1235 North Eddy Street, South Bend, IN, 46617, (219) 288-4751.

Offers information and referral on legal issues and regulations affecting persons with all types of disabilities. Refers individuals with specific inquires to advocacy groups, public interest groups, etc. for appropriate action.

Organizes and conducts legal workshops and also participates in conferences and workshops sponsored by other groups throughout the U. S.

Publishes Amicus, a periodical which is comprehensible to nonlawyers and which focuses on legal rights, regulations, and actions concerning handicapped persons. Conducts legal research in related areas.

NATIONAL CENTER, EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED (NCEMMH), Ohio State University, Columbus, OH, 43210, (614) 422-7596.

A center to identify, develop, provide information about, and distribute instructional materials and educational technology resources appropriate for children and adolescents with all types of handicaps, e.g., visual, hearing, orthopedic. Materials include:

audiovisual education media, e.g., films, recordings, slide tapes, instructional kits, programs for teaching machines

other nonprint or mixed media items, e.g., educational games, film-plus-book sets

books and other printed materials.

NATIONAL COUNCIL FOR THERAPY AND REHABILITATION THROUGH HORTICULTURE, Mount Vernon, VA, 22121, (703) 768-5700.

A membership organization created to promote and encourage development of horticulture and related activities as a therapeutic and rehabilitation medium from persons with all types of handicapping conditions.

Serves as a clearinghouse and resource for professionals involved with handicapped persons who are working with plants in both vocational and avocational programs.

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS, 2023 West Ogden Avenue, Chicago, IL, 60612, (312) 243-8400. Information Center.

Provides services for persons with many types of disabilities, including neuromuscular, orthopedic, visual, and hearing.

Offers information at the national level by the many publications available to professionals and consumers in the following areas: medical and psychosocial aspects of disabilities; career guidance; job placement; aids and equipment; barrier-free design; recreation and camping, daily living activities; and more. Many bibliographies also available.

National office offers consultation regarding architectural barrier removal.

NATIONAL FEDERATION OF THE BLIND, 218 Randolph Hotel Building, Des Moines, IA, 50309, (515) 243-3169.

An organization whose purpose is the integration of blind persons into society on a basis of equality. Has state and local chapters.

Publishes Braille Monitor, which discusses issues important to blind persons. Available in braille, in print, and on tape.

Awards scholarships to blind students.

Gives assistance, through negotiation, legal action, and other means, to blind persons who have been denied their rights or are victims of discrimination.

NATIONAL FOUNDATION--MARCH OF DIMES, 1275 Mamaroneck Avenue, White Plains, NY 10605, (914) 428-7100.

Primary interest is prevention of birth defects and improving prenatal care during pregnancy: however, offers some educational programs at the local level for pregnant adolescents and for young parents.

NATIONAL HANDICAPPED SPORTS AND RECREATION ASSOCIATION, 4105 East Florida Avenue, Denver, CO 80222, (303) 757-3381.

An organization (with local chapters) of disabled persons who enjoy participation in active recreational activities, such as skiing, tennis, horseback riding, kayaking, bowling, etc.

NATIONAL HEMOPHILIA FOUNDATION, 25 West 39th Street, New York, NY 10018, (212) 869-9740.

Assists hemophiliac persons and their families by:

fostering establishment of comprehensive care clinics throughout the U.S. to meet the need for both medical and support services;

offering a number of scholarships for hemophiliac students;

encouraging participation in recreational activities through support of summer camps;

working with federal and local agencies to expand sources of financial aid for hemophiliacs.

NATIONAL INSTITUTE FOR REHABILITATION ENGINEERING, 97 Decker Road, Butler, NJ 07405, (201) 838-2500.

A nonprofit clinical research facility which assists persons with all types of disabilities to perform specific activities in their daily living, education, and work, by providing whatever aids, equipment, and training may be necessary. Most aids and equipment supplied are custom-designed and fitted so clients must make an appointment to visit the facility for consultation, evaluation, and training. Fees charged.

NATIONAL INTERPRETER TRAINING CONSORTIUM, Department of Special Education and Rehabilitation, College of Education, University of Tennessee, Knoxville, TN 37916, (615) 974-2321.

Although its main objective is to train interpreters, it also assists professionals working with deaf individuals to understand the role and function of interpreters. Willing to talk with counselors on a one-to-one basis. Interested in making presentations to groups of educational personnel (as scheduling allows) and hopes to expand this activity in the future.

NATIONAL MULTIPLE SCLEROSIS SOCIETY, 205 East 42nd Street, New York, NY 10017, (212) 532-3060.

Local chapters provide direct services, which vary but often include: information and referral for MS persons and their families; counseling; loan of essential medical equipment; social, recreational, and home visiting programs; and referral to MS clinical programs for diagnostic and periodic evaluation services and rehabilitation.

NATIONAL PARAPLEGIA FOUNDATION, 333 North Michigan Avenue, Chicago, IL 60601, (312) 346-4779.

Primarily concerned with persons paralyzed from spinal cord injury, their families, and professionals working with them.

Responds to inquiries about spinal cord injury, treatment, rehabilitation; also refers inquirers to other sources.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC., 79 Madison Avenue, New York, NY 10016, (212) 684-3505.

As the name indicates, main focus is prevention. However, does supply information on the medical and psychosocial aspects of glaucoma, hereditary blindness, eye injuries, and other visual impairments. Is familiar with agencies which provide vocational services, personal counseling, and aids and equipment to visually impaired persons.

NATIONAL THERAPEUTIC RECREATION SOCIETY, 1601 North Kent Street, Arlington, VA 22209, (703) 525-0606.

A branch of the National Recreation and Park Association. A membership organization which serves professionals and agencies providing recreation services to handicapped persons in order to promote their health and functional abilities.

NATIONAL WHEELCHAIR ATHLETIC ASSOCIATION, 40-24 62nd Street, Woodside, NY 11377, (212) 424-2929.

Organizes and governs competitive wheelchair sports, e.g., archery, swimming, track, weightlifting, for persons who have paralysis, amputations, and other orthopedic disabilities. Members are 13 years of age and older.

OFFICE FOR HANDICAPPED INDIVIDUALS, Office for Human Development, U.S. Department of Health, Education, and Welfare, 3380 Hubert H. Humphrey Building, 200 Independence Avenue, S.W., Washington, DC 20201, (202) 245-6644.

Responds to inquiries covering a broad spectrum of concerns relative to handicapped persons, e.g., legislation, education, rights, research. Refers inquirers to government agencies (both national and state) and other organizations which can provide needed information or direct services.

Publishes Programs for the Handicapped, a free periodical which identifies programs, aids and equipment, publications, and other items of interest to persons with all types of disabilities. Also available (single copies free) is Federal assistance for programs serving the handicapped, a document describing sources of funding.

PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED, Washington, DC 20210, (202) 653-5010, Office of Information.

Publishes and distributes information on vocational guidance, job placement, agencies which provide vocational services, and other employment-related topics relative to persons with all types of disabilities. Issues Performance, a periodical (free). Also has information on architectural barriers, recreation, education.

Awards an annual scholarship to a disabled high school student for postsecondary study.

RECORDING FOR THE BLIND, INC., 215 East 58th Street, New York, NY 10022, Circulation Department, (212) 751-0860.

Loans recorded educational books and texts without cost to children and adults who cannot read printed material because of visual impairment, dyslexia, cerebral palsy, or other physical disability.

ST. PAUL TECHNICAL VOCATIONAL INSTITUTE, 235 Marshall Avenue, St. Paul, MN 55102, Program for Deaf Students, (612) 227-9121.

Although primarily an educational program for deaf students, St. Paul TVI also conducts workshops open to educational personnel working with deaf students throughout the U.S. Topics of workshops include counseling, health, interpreting, work evaluation.

Also provides information on instructional media and career education materials.

SEX INFORMATION AND EDUCATION COUNCIL OF THE U.S., INC. (SIECUS), 137 North Granklin Street, Hempstead, NY 11550, (516) 483-3033.

Provides materials and information for professionals and for interested individuals. Some materials specifically focus on sexuality and handicapped persons, such as a resource guide for visually handicapped children and adolescents.

SOCIETY FOR THE REHABILITATION OF THE FACIALLY DISFIGURED, INC., 550 First Avenue, New York, NY 10016, (212) 679-1534.

Sponsors facilities for the treatment and assistance of individuals who are unable to afford private reconstructive surgical care, including correction of cleft lip and cleft palate deformities, reconstruction of congenital malformations of the face, and the treatment of extensive burns and crash injuries.

Attempts to refer persons who live long distances from New York City to plastic surgery care within their own areas.

HANDICAPPED LEARNER MATERIALS DISTRIBUTION CENTER, Audio-Visual Center, Indiana University, Bloomington, IN 47401, (812) 337-0531.

Operates depositories for distribution of educational captioned films for the deaf. Films have been previously produced with sound, then captioned, so are appropriate for integrated audiences. Subject areas include biology, chemistry, history, literature, sex education, vocational guidance.

Films are loaned without cost (except return postage). School personnel apply for an account through the Special Office, are assigned a depository (more than 60 located throughout the U.S.), and then borrow films from the depository.

UNITED CEREBRAL PALSY ASSOCIATIONS, INC., 66 East 34th Street, New York, NY 10016, (212) 481-6350 - Director of Program Services.

An organization with many state and local affiliates. Direct services, such as counseling, physical and occupational therapy, recreational activities.

VIRGINIA ORGANIZATIONS

VIRGINIA*

ORGANIZATIONS	DISABILITY SERVED					TYPE OF SERVICE			INFORMATION AND/OR SERVICES PROVIDED																					COMMENTS
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers	
AMERICAN DIABETES ASSOCIATION Virginia Affiliate, Inc. P. O. Box 8495 Richmond, VA 23226 (804) 285-9819 Executive Director					X	X			X	X	X	X																X	X	All of Virginia except cities of Arlington, Alexandria, and Fairfax County.
CYSTIC FIBROSIS FOUNDATION Old Dominion Chapter Hotel Jefferson Richmond, VA 23220 (804) 649-1352 Executive Director					X			X		X				X		X	X		X						X					
MUSCULAR DYSTROPHY ASSOCIATION 202 Board of Trade Building 304 Plume Street Norfolk, VA 23510 (804) 627-9777 District Director			X					X	X		X		X				X	X	X	X	X	X	X		X		X			Tidewater, Peninsula and outlying areas.
MUSCULAR DYSTROPHY ASSOCIATION 5021 Brook Road Richmond, VA 23227 (804) 262-1032 Patient Service Coordinator			X					X	X		X	X	X					X	X	X	X	X	X		X		X			
NATIONAL PARAPLEGIA FOUNDATION Blue Ridge Chapter Woodrow Wilson Rehabilitation Center Box W-37 Fishersville, VA 22939 (703) 885-7281 President			X			X															X							X	X	Focus on community problems re disabled. Willing to present program on arch. barriers, psychosocial problems, etc. Consultation for problem solving.

*Source: Technical Research Centers, Inc., 44 Brattle St., Cambridge, MA 02138

VIRGINIA

ORGANIZATIONS	DISABILITY SERVED					TYPE OF SERVICE			INFORMATION AND/OR SERVICES PROVIDED																					COMMENTS
	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers	
POTOMAC REGISTRY OF INTERPRETERS FOR THE DEAF Mike Deninger, President 12705 Lode Street Bowie, MD 20715 (301) 577-6513 TTY/Voice		X					X									X														North VA.
SEIZURE CLINIC (Pediatric and Young Adult) Johns Hopkins Hospital & John F. Kennedy Institute 707 North Broadway Baltimore, MD 21205 (301) 955-5300				X				X	X		X	X		X								X						X	X	Provides comprehensive services (medical and psychosocial) to persons with epilepsy.
VIRGINIA COMMISSION FOR THE VISUALLY HANDICAPPED (State VR) 3003 Parkwood Avenue Richmond, VA 23221 (804) 786-2181	X																													Operates Instructional Materials Ctr. Educ. Services Dept. works with students, parents, schools.
VIRGINIA DEPARTMENT OF EDUCATION Division of Special Education Richmond, VA 23216 (804) 786-2673	X	X	X	X	X																									
VIRGINIA DEPT. OF VOCATIONAL REHABILITATION Commonwealth Bldg. 4615 West Broad Street P. O. Box 11045 Richmond, VA 23230 (804) 770-2091		X	X	X	X																									

VIRGINIA

	DISABILITY SERVED					TYPE OF SERVICE			INFORMATION AND/OR SERVICES PROVIDED																					
ORGANIZATIONS	Visual	Hearing	Neuromuscular/orthopedic	Epilepsy	Chronic health problems	Information and referral	Direct services	Both info/referral & direct services	Family counseling	Group counseling	Personal adjustment counseling	Career guidance	Vocational assessment	Job placement	Psychometric testing	Support services	Specialized instructional materials	Modified equipment/special devices	Aids/devices for daily living skills	Daily living skills	Consult. for arch. barrier removal	Medical services	Physical/occupational therapy	Speech & hearing therapy	Social & recreational programs	Legal rights	Transportation	Consult./inservice to guidance staff	Consult./inservice to teachers	COMMENTS
VIRGINIA EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN & ADULTS 4841 Williamson Road Roanoke, VA 24012 (703) 362-1656 Information and Referral Specialist	X	X	X	X				X													X		X	X	X		X			
VIRGINIA EMPLOYMENT COMMISSION 703 East Main Street P. O. Box 1358 Richmond, VA 23211 (804) 936-3001	X	X	X	X	X		X						X	X	X															Services to the Handicapped is specialized program.
VIRGINIA REGISTRY OF INTERPRETERS FOR THE DEAF Virginia Council for the Deaf 4915 Radford #207 Richmond, VA 23230		X					X									X														
VIRGINIA STATE LIBRARY FOR THE VISUALLY & PHYSICALLY HANDICAPPED 1901 Roane Street Richmond, VA 23222 (804) 786-8016	X		X		X			X									X													

HANDBOOK ON THE LEGAL RIGHTS OF HANDICAPPED PEOPLE

See National Directories of Services and Materials, p. 446.

See also District of Columbia listing for resources in northern Virginia (Metropolitan DC area).

STRATEGIES, BIBLIOGRAPHIES, AND GUIDES

AIDS & APPLIANCES FOR THE BLIND AND VISUALLY IMPAIRED, (22nd Edition, 1976-1977). New York: American Foundation for the Blind, 1976. Free. Available in braille also, free.

AFFIRMATIVE ACTION TO EMPLOY HANDICAPPED PEOPLE: A POCKET GUIDE, Washington, D.C.: President's Committee on Employment of the Handicapped, 1976. Free.

ARCHITECTURAL BARRIERS REMOVAL: RESOURCE GUIDE, U.S. Dept. of HEW, Office for Handicapped Individuals, Washington, D.C. DHE Publication #(OHDS) 79-22006, 1979.

This booklet is a total resource containing information and sources to aid in architectural barriers removal, including funding aids and additional publication.

ASSESSING THE LEARNING DISABLED: SELECTED INSTRUMENTS, *August J. Mauser*, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, 96p. $6.50.

This book is a coursebook of more than 300 assessment tools described in terms of age applicability, administration time, and salient descriptive characteristics. All of the tests included in this book are directly related for use with learning disabled and the handicapped. The contents include these test areas: oral reading, math abilities, survey reading, reading readiness, diagnostic readings, preschool readiness, creativity, vocational intelligence, motor, sensory and language.

BEHAVIORAL RESEARCH ON EXCEPTIONAL CHILDREN, *Samuel A. Kirk, Bluma B. Weiner, (Eds.)*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1963, 384 pp., $6.65.

Survey of research in all major areas of exceptionality.

BIBLIOGRAPHY OF SECONDARY MATERIALS FOR TEACHING HANDICAPPED STUDENTS, President's Committee on Employment of the Handicapped, 28 pp., 1977, free.

Title collection of materials dealing with special education, vocational education and industrial arts, and services to handicapped individuals.

CAREERS FOR THE HOMEBOUND, President's Committee on Employment of the Handicapped, pamphlet, free.

Lists accredited schools for home study. Includes list of information available to homebound persons.

THE COLLEGE GUIDE FOR STUDENTS WITH DISABILITIES, Cambridge, MA: Abt Publications, 1976. $18.50 + $1.50 shipping for libraries, schools and other institutions ordering on purchase order basis; $18.50 prepaid. $12.00 for disabled students and their families. Discount for bulk requests (10 or more copies).

A CONSUMER'S GUIDE TO SELECTING SPECIAL EDUCATION MATERIALS, Special Learning Corporation, 42 Boston Post Road, Guilford, Connecticut 06437, $16.00.

Ways and Means is a comprehensive resource and information book compiled by educational psychologists, speech therapists and teachers. Relevant data on materials, methods, aids and systems has been gathered together, co-ordinated and subjected to expert evaluation to provide a resource book.

Ways and Means has a Consumer's Guide and Analysis Table which is a guide for educationists who have the responsibility of selecting materials appropriate to their particular area of language development. This section includes reviews of over 100 commercially available materials based upon over 2000 independent reports from teachers in special schools plus articles on "structured learning kits" Distar, Goal, Peabody, Rebus and others.

COUNCIL FOR EXCEPTIONAL CHILDREN, 1920 Association Drive, Reston, VA 22091.

For an overview of a general subject, CEC provides 51 preselected, preprinted bibliographies. The series spans 17 popular subject areas and disciplines over a three year period. The 17 titles contain selected abstracts of the most significant references from Exceptional Child Education Resources: Volume 8 (1977); Volume 9 (1978); Volume 10 (1979). Each year a new set of bibliographies taken from the most recent volume of ECER will be introduced. $4.50 each. Bibliographies listed on following page.

ATTITUDES TOWARD THE HANDICAPPED
EARLY CHILDHOOD--IDENTIFICATION AND ASSESSMENT
EARLY CHILDHOOD PROGRAMS
EMOTIONALLY DISTURBED--TEACHING METHODS AND PROGRAMS
GIFTED--IDENTIFICATION AND ASSESSMENT
GIFTED--PROGRAMS, TEACHING METHODS AND CURRICULUM
LEARNING DISABILITIES--IDENTIFICATION AND ASSESSMENT
LEARNING DISABILITIES--PROGRAMS
LEARNING DISABILITIES--TEACHING METHODS AND CURRICULUM
MAINSTREAMING
MENTALLY RETARDED--PROGRAMS
MENTALLY RETARDED--TEACHING METHODS AND CURRICULUM
NONDISCRIMINATORY TESTING
NORMALIZATION
PARENTS/ATTITUDES, COUNSELING AND EDUCATION
SEVERELY AND MULTIPLY HANDICAPPED--PROGRAMS, TEACHING METHODS AND CURRICULUM
TEACHER EDUCATION

CURRICULUM MATERIALS FOR VOCATIONAL-TECHNICAL EDUCATION, New Brunswick, New Jersey: New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University, 1975. $2.00.

DATA BASED PROGRAM MODIFICATION, *Phyllis Merkin, and Stanley Deno*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 263 pp. $6.00.

Describes a systematic method of individualizing educational plans for children with learning or behavioral problems at both elementary and secondary levels. Details procedures for writing and evaluating IEP's, and involving parents/guardians and/or pupils in the decision making process. Special education intervention is described from initial referral stage through final evaluation. Sample forms and charts included.

DEVELOPING CREATIVITY IN THE GIFTED AND TALENTED, *Carolyn M. Callahan*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 80 pp. $5.00.

Strategies that teachers can use to enhance creative thinking abilities are highlighted. Nine classroom creativity exercises are presented which use more than a score of technqiues, including modeling, operant conditioning, and brainstorming. A concluding section offers a do it yourself evaluation procedure, a summary of implications, and a useful breakdown of various creativity measures, where to get them, and for whom they are appropriate.

DISCOVERY AND NURTURANCE OF GIFTEDNESS IN THE CULTURALLY DIFFERENT, *E. Paul Torrance,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 96 pp. $6.50.

Insights and alternatives for recognizing gifted and talented youngsters who are culturally different. Sample checklist of behaviors that may indicate leadership or creative talent is included. Annotated bibliography of material about talented and successful culturally different people, suitable for young readers.

EARLY CHILDHOOD EDUCATION FOR EXCEPTIONAL CHILDREN: A HANDBOOK OF IDEAS AND EXEMPLARY PRACTICES, *June B. Jordan, Alice H. Hayden, Merle B. Karnes, and Mary Wood, (Eds.),* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 320 pp. $10.00.

The purpose of this book is to provide effective and timely assistance to educators involved in early childhood programs. Draws on information gathered by directors and staff of First Chance Programs. Actual models illustrate assessment, delivery systems, curriculum, parents involvement, staffing patterns, and program evaluation. A text for preservice and inservice training, and a useful resource for teachers, program planners, administrators.

EXCEPTIONAL STUDENTS IN SECONDARY SCHOOLS--A REPORT FROM THE INVISIBLE COLLEGE ON LEARNING AND BEHAVIORAL PROBLEMS OF HANDICAPPED STUDENTS IN SECONDARY SCHOOL PROGRAMS, *June B. Jordan, (Ed.),* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 120 pp. $8.75.

Chapters in this book are based on the presentations delivered at the Invisible College Conference and were prepared and expanded for publication as a result of discussion and interaction of the College. Topics include a new model for eligibility criteria; the challenge to provide educational alternatives; a diagnostic, prescriptive resource room model for learning disabled adolescents; using community and educational resources; and examples of ongoing, successful programs.

GAMES FOR PARENTS AND TEACHERS TO MAKE FOR YOUNG CHILDREN, AGES 3-8, *Merle B. Karnes,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 160 pp. $8.50.

Fifty fun to make games designed to foster social, motoric, cognitive and academic learning. Suggestions for modifying the games for handicapped and gifted youngsters are included. The objective of each game is clearly stated, followed by a drawing of what the game looks like, what materials are needed, how to construct the game, and how to play it. Suggested variations on the basic game are provided.

GETTING THROUGH COLLEGE WITH A DISABILITY, President's Committee on Employment of the Handicapped, 64 pp., 1977, free.

Summary of services on 500 campuses for disabled students. Guides for choosing a college.

GUIDELINES FOR PERSONNEL IN THE EDUCATION OF EXCEPTIONAL CHILDREN, *Jean R. Hebeler, Maynard C. Reynolds*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 56 pp. $3.50.

Designed to help develop and maintain the skills, competencies, and understanding necessary for paraprofessional, undergraduate, and graduate levels of preparation and performance. Recruitment and selection, preparation programs, criteria for licensure.

THE HANDICAPPED DRIVER'S GUIDE, *John D. DeLellis*, Falls Church, Virginia: American Automobile Association, 1978. Contact local American Automobile Association Club (Safety Director) for ordering information and cost.

HELPING YOUNG CHILDREN DEVELOP LANGUAGE SKILLS: A BOOK OF ACTIVITIES, *Merle B. Karnes*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1973, 144 pp. $5.15.

Games, stories, projects and other activities for teachers to use to improve language skills based on the subtests of the Illinois Test of Psycholinguistic Abilities.

HOW TO FILL YOUR TOYSHELVES WITHOUT EMPTYING YOUR POCKETBOOK: 70 INEXPENSIVE THINGS TO DO OR MAKE, *Joyce Evans*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1976, 62 pp. $4.25.

A collection of games, activities, and instructions for teachers and parents to make manipulative learning equipment from inexpensive and recycled materials for preschool handicapped and nonhandicapped children. Materials grouped by modality: visual, auditory, fine motor, gross motor, touch and smell, and language and concept development.

THE IDENTIFICATION OF THE GIFTED AND TALENTED, *Ruth A. Martinson*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 145 pp. $6.35.

Suggests appropriate identification procedures. Includes examples of materials used by various school districts.

IMPROVING OCCUPATIONAL PROGRAMS FOR THE HANDICAPPED, Bureau of Education for the Handicapped, 227 pp., 1972, $2.85. Order from: GPO, #017-080-01637-1.

Reference manual for administrators and professionals in occupational education. Includes program evaluation checklist and abstracts of occupational programs.

INSTRUCTIONAL DEVELOPMENT FOR TRAINING TEACHERS OF EXCEPTIONAL CHILDREN: A SOURCEBOOK, *Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1974, 198 pp. $6.65.

A sourcebook of ideas and procedures for the development of instructional materials for teacher preparation programs. How to develop lesson plans, specify behavioral objectives, including learner analysis, format selection, evaluation design. Final sections on evaluation and dissemination. For teacher educators, teachers, classroom aides.

INSTRUCTIONAL MATERIALS FOR USE WITH EDUCABLE MENTALLY RETARDED STUDENTS ENROLLED IN HOME ECONOMICS CLASSES, *Fern M. Horn, and Anita O. Barsness,* Columbia, Missouri: University of Missouri, Instructional Materials Laboratory, 1975. $6.50.

Annotated bibliography of instructional materials for use by home economics teachers with educable mentally retarded students.

A MODEL TO SERVE STUDENTS WITH SPECIAL NEEDS IN REGULAR PROGRAMS IN MINNESOTA, St. Paul, Minnesota: Minnesota State Department of Education, Division of Vocational-Technical Education, 1975, free.

THE NATION'S COMMITMENT TO THE EDUCATION OF GIFTED AND TALENTED CHILDREN AND YOUTH SUMMARY OF FINDINGS FROM A 1977 SURVEY OF STATES AND TERRITORIES, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 94 pp. $6.50.

Identifies current policies, resources, and services for the education of gifted and talented children in the United States and its territories. State profiles detail data on policy, personnel and other resources, federal and state funding, gifted populations, and preparation of personnel.

OBSERVATION OF PUPILS AND TEACHERS IN MAINSTREAM AND SPECIAL EDUCATION SETTINGS: ALTERNATIVE STRATEGIES, *Richard A. Weinberg, Frank H. Wood, (Eds.),* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 281 pp. $5.00.

A resource on ecological approach, ethological method, interaction analysis, behavior modification; how each has been used and the type of information that has been gathered.

ONE HUNDRED WAYS TO ENHANCE SELF CONCEPT IN THE CLASSROOM: A HANDBOOK FOR TEACHERS AND PARENTS, *J. Canfield, and H. Wells*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1976, 253 pp.

This handbook offers strategies and techniques for both educators and parents to employ in helping students develop positive self-concepts. The format is clear-cut, direct, and most human.

A POCKET GUIDE TO AFFIRMATIVE ACTION, Washington, D.C: President's Committee on Employment of the Handicapped, 1976. Free.

PROVIDING PROGRAMS FOR THE GIFTED AND TALENTED--A HANDBOOK, *Sandra Kaplan*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, 146 pp. $6.75.

An overview of features and procedures for designing and implementing a program for the gifted and talented. Includes worksheets and models.

PROVIDING PROGRAMS FOR THE GIFTED HANDICAPPED, *C. June Maker*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 160 pp. $6.50.

Looks at potential rather than demonstrated talent among the handicapped. Specific suggestions are presented for conducting effective programs. Resource section lists programs, schools, agencies, people, and publications.

RESOURCE GUIDE IN SEX EDUCATION FOR THE MENTALLY RETARDED, American Association for Health, Physical Education, and Recreation and Sex Information and The Education Council of the United States,

$2.00.

A comprehensive guide for the educator and/or parent. The developmental approach includes a listing of other resources.

SELECTED FEDERAL PUBLICATIONS CONCERNING THE HANDICAPPED, U.S. Dept. of HEW, Office of Human Development Services and Office for Handicapped Individuals, Washington, D.C. 20201, #(OHDS) 79-22005.

This booklet provides a selected list of publications available from HEW and other agencies. Single free copies of this bibliography may be obtained from HEW.

SERVICES FOR SPECIAL NEEDS, available from local Bell Telephone Business Office, free.

SEX EDUCATION FOR THE DEVELOPMENTALLY DISABLED. A GUIDE FOR PARENTS, TEACHERS AND PROFESSIONALS, *H. L. Fischer, M. J. Krajicek, and W. A. Borthick*, Edmark Associates, $4.95.

The guide includes suggestions for interviews and a picture series of body and emotional functions.

SPEAK FOR YOURSELF: LANGUAGE DEVELOPMENT FOR THE SPECIAL CHILD, *M. W. Wrasman, and D. B. Haag*, Educational Activities Inc.,

$4.95.

This clearly written, sequentially structured book provides daily lesson plans for guiding children in the acquisition of six major language goals: who am I, parts of the body, foods I eat, what to wear, where I live, and where am I? Students acquire the language and the concepts necessary to start to function independently. The lessons are clear, concise, easily followed, and take into consideration the limited vocabulary and attention span of the mentally retarded child. Sample checklists are provided to record individual progress in meeting the 84 behavioral objectives offered.

SPEECH AND LANGUAGE SERVICES AND THE CLASSROOM TEACHER, *Gerald G. Freeman*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1978, 98 pp. $3.75.

Discusses how special speech and language services can be provided in the regular classroom through the collaborative efforts of speech language pathologists and regular class teachers. Includes actual program descriptions geared to regular class teachers at the elementary level. Contents: Verbal Communication and Its Disorders; Speech and Language Services; Classroom Teachers and Speech and Language Services; Early Intervention--Prevention Programs; Speech Deviations Programs: Programs for Communicative Disorders.

TEACHING AIDS AND TOYS FOR HANDICAPPED CHILDREN, *Barbara Dorward*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1960, 64 pp. $3.05.

How to construct pegboards, puzzles for developing size and space perception, color discrimination, and reading number readiness.

TEACHING EXCEPTIONAL CHILDREN IN ALL AMERICA'S SCHOOLS--A FIRST COURSE FOR TEACHERS AND PRINCIPALS, *Maynard C. Reynolds and Jack W. Birch*, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, 782 pp. $16.50.

Examples of successful practices and programs in integrating exceptional children in the least restrictive environment. This book was written for teachers, teacher educators, administrators, and others who share responsibilities for interpreting . . . and implementing new legal provisions which bring special and regular education close together. A fresh departure from all existing literature, the book contrasts prevailing practices with preferred approaches for each issue in the text. Nearly half the book is devoted to specific exceptionalities and the ways regular and special education can cooperate to plan for these children. Each chapter closes with suggestions for students and instructors on how to develop the topic into a learning unit complete with additional resource activities. Destined to become the basic special education text for the next decade.

TEACHER IDEA EXCHANGE: A POTPOURRI OF HELPFUL HINTS, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, Volumes 1-7 of Teaching Exceptional Children. $5.00.

Over 100 teacher tested ideas on instructional materials and techniques presented in convenient card format for easy filing.

TRAINING PROGRAMS AND PLACEMENT SERVICES: VOCATIONAL TRAINING AND PLACEMENT OF THE SEVERELY HANDICAPPED, *J. Appleby, and others*, Salt Lake City, Utah: Olympus Publishing Company, 1978, 328 pp. $13.56.

Utilizing a handbook format, the book presents 152 summary descriptions of vocational training programs and placement services for the severely handicapped. Developed by the American Institute of Research. A variety of programs are described in a concise manner for quick reference. Also included is an address the reader can write for more detailed information.

VOCATIONAL EDUCATION/SPECIAL EDUCATION PROJECT: A PROJECT TO TRAIN VOCATIONAL EDUCATION AND SPECIAL EDUCATION TEACHERS TO WORK COOPERATIVELY IN OCCUPATIONAL PREPARATION OF HANDICAPPED PERSONS, Mt. Pleasant, Michigan: Central Michigan University, Vocational Education/Special Education Project. $40.00 total package.

Each cluster guide can be purchased separately: agriculture/natural resources, construction, distribution, food preparation and service, graphics and communication media, health occupations, manufacturing, office and business occupations. A pamphlet describing materials is available on request.

VOCATIONAL OPPORTUNITIES: VOCATIONAL TRAINING AND PLACEMENT OF THE SEVERELY HANDICAPPED, *P. Cook, P. Dahl, and M. Gale*, Salt Lake City: Olympus Publishing Co., 1978, 163 pp., $6.36.

Compiled at the American Institute of Research, this handbook contains one-to-three-page descriptions of 152 programs. Innovative or effective practices are highlighted.

JEAN NAZZARO, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, April 1979, $35.00.

This two hour training package was developed to help parents become productive participants at the IEP conference. It provides opportunities for parents, teachers, and administrators to actively participate in problem solving situations related to a student's educational program. Families are provided with checklists and other resource materials to help them appraise the IEP as it is developed. Easy to follow directions and reproducible materials for participants are contained in a 64 page guide. A sample invitation to families, suggestions for fact sheets and resource lists, and evaluation forms are provided. The package also includes a filmstrip introducing basic information about IEP's. Designed for use by school systems, parent groups, advocacy agencies, or state education agencies, and for teacher training.

YOUR RIGHTS AS A DISABLED PERSON, Department of HEW, Washington, D.C. 20201.

This brochure is an excellent "handout" to have in the counselor office or anywhere disabled persons may be visiting.

YOUR RESPONSIBILITIES TO DISABLED PERSONS AS A SCHOOL OR COLLEGE ADMINISTRATOR, HEW, Washington, D.C. 20201, 15 pp.

A compact guideline for administrators to familiarize them with Section 504 of the Rehab. Act.

WORKSHOPS, KITS, AND AUDIO-VISUALS

THE CEC INVISIBLE COLLEGE CONFERENCE ON THE SEVERELY, PROFOUNDLY, AND MULTIPLY HANDICAPPED, *June B. Jordon, (Ed.),* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1977, $65.00. Tape cassette album.

Presentations on early identification, intervention, school programs, technical assistance, research, and the role of parents and teachers. Presenters: K. Eileen Allen, Victor L. Baldwin, Diane D. Bricker, William A. Bricker, Lou Brown, Norris G. Haring, Lawrence A. Larsen, Nancy A. Scheuerman, Richard D. Sherr, Edward W. Sontag, Ruth C. Sullivan.

EVERYBODY COUNTS! A WORKSHOP MANUAL TO INCREASE AWARENESS OF HANDICAPPED PEOPLE, *M. J. Ward, R. N. Arkell, H. G. Dahl, J. H. Wise,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. 80 pp. manual and tape cassette, April 1979, $12.50.

This workshop is designed as an initial experiential learning strategy to assist groups toward a fuller understanding of the needs and desires of disabled individuals. It provides directions, suggested materials, handouts for participants, and discussion guide for 25 simulation activities that allow participants to feel what it is like to be disabled.

Part I of the Manual deals with workshop planning. Part II focuses on experiential activities, which include structured exercises, role playing, and community experience. A tape cassette is included: "An Unfair Hearing Test."

HOW CAN TESTS BE UNFAIR? A WORKSHOP ON NONDISCRIMINATORY TESTING, *Jean Nazzaro,* Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, 1975, $35.00.

Local trainers can use these six simulation activities to allow participants to experience test biases encountered by children with different language or cultural backgrounds or youngsters with perceptual or motor problems. Contents: Overview; Directions to the Workshop Leader; 20 booklets for participants; "How Can Tests Be Unfair?"; masters for 6 simulated test activities, directions for the summary presentations; evaluation forms; summary evaluation sheet.

MAINSTREAMING: TEACHER TRAINING WORKSHOPS ON INDIVIDUALIZED INSTRUCTION, *Barbara Aiello,* Reston, Virginia: The Council for Exceptional Children, n.d. Stock No. 106. $30.00.

WE CAN HELP, *Mary McCaffrey, Project Director, Stephanna Tewey, Program Designer/Trainer*. Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, April 1979, $85.00

This is an inservice training program designed to help educators understand their legal and professional responsibilities to abused and neglected children and their families. Comprehensive trainers notes and resource materials provide direction and information for each activity. Materials may be used to present an entire course or intensive workshop. Specific topic areas center around the concept of community multidisciplinary planning and include specific sessions that deal with the educator's responsibility: identification; community response; policy; school based team; school programing; community team; community outreach.

Contents: Trainers Guide for 10 sessions; overhead transparency masters; two filmstrips with audio cassettes: "Child Abuse and Neglect: What the Educator Sees", and "Child Abuse and Neglect: What the Educator Can Do."

SECTION VIII

Directory of Local Project Directors
1979-80
Exemplary Vocational Guidance Projects: Counseling the Handicapped

Mountain Empire Community College
"Yeah, But": A Counselor Awareness Seminar of Handicapped Needs and Concerns Including Legal Parameters
Ms. Peggy Durham
Counselor
Drawer 700
Big Stone Gap, Va. 24219 (703) 523-2400

Northern Virginia Community College (Manassas Campus)
Improving Vocational Guidance and Counseling for the Handicapped
Ms. Barbara Laime
Counselor
6801 Sudley Road
Manassas, Va. 22110 (703) 368-0184

Norfolk City Schools
The Handicapped Have Career Needs Too
Dr. Pamela Koeppel
Director of Guidance
800 E. City Hall Ave.
Norfolk, Va. 25510 (804) 441-2311

Piedmont Virginia Community College
Special Needs for Special People: Improving Vocational Guidance and Counseling for the Handicapped
Mr. John Callander
Counsler
Rt. 6, Box 1A
Charlottesville, Va. 22901 (804) 977-3900

Prince Edward County Schools
Improving Vocational Guidance and Counseling for the Handicapped
Mr. Leon Moton
Local Director of Vocational Education
Prince Edward High School
Farmville, Va. 23401 (804) 392-6167

Radford University
Improving Vocational Guidance and Counseling Services for the Handicapped Secondary School Student Through In-Service Training of Vocational Teachers and Guidance Counselors
Dr. Joe Kloba, Chairman
Counseling and Student Development
Dr. John McPhail, Professor of Education
Radford, Va. 24142 (703) 731-5238

Valley Vocational-Technical Center
Providing Counseling, Career Information, and Coordination for Handicapped Students in the Employment Training Program at Valley Vocational-Technical Center
Ms. Elizabeth Curry, Counselor
Ms. Berchie Haycock, Curriculum Specialist
Fishersville, Va. 24477 (703) 886-2379

Virginia Commonwealth University
In-Service for Improving Vocational Guidance and Counseling for the Handicapped
Dr. John Oehler
Coordinator, Office of Continuing Education
School of Education
Richmond, Va. 23284 (804) 257-1322

Virginia Tech
Two Week Workshop for Supervisors of Vocational Guidance in Services for Handicapped Youth
Dr. Carl McDaniels
Program Area Leader
Counselor Education
UCOB
Blacksburg, Va. 24061 (703) 961-6890